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ABSTRACT

The annotated bibliography is presented in nine sections: (1) college faculty; (2) college libraries; (3) educational improvement; (4) in-service teacher education; (5) professional continuing education; (6) program development; (7) staff development; (8) models; and (9) author index. Each section is prefaced with a brief description of its scope. (MSE)

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"A SELECTIVE BIBLIOGRAPHY

RELATIVE TO

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Barbara A. Grippe
January, 1977

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This subject division consolidates information relative to college faculty, with pertinent rationale and suggestions for the broadening of the professor's scope of interest by a process of reassessment called continuing education. This consists of much more than keeping up with one's discipline and includes pedagogic, cultural and psychosocial action. Most of the articles stress the need for more research within the context of current decision processes and information systems in colleges and universities. there is also an expressed concern for more adequate staffing within this area of educational research. Many of the articles stress the need for the professor to become more of a facilitative person, for one cannot facilitate growth in others (i.e. especially students) until he/or she is convinced it can be done. Another aspect of this subject division covered by many of the articles deals with academic standards and scholastic excellence, stressing the fact that neither has been defined satisfactorily. Along with this aspect many of the authors state that the individual changes are the most difficult to assess. However, all stress the need for the opportunity to alter the allocation of faculty time in order to provide a more favorable environment for faculty. Faculty require free time to read, to create, and to think and this concept has been stressed by many of the authors. All stress the fact that the college classroom should be the center of inquiry and therefore the faculty should be encouraged by various methods to seek ever new patterns of interaction.

Suggestions include workshops, evaluation procedures and institutional policies regarding instructional development and the interdisciplinary approach. Also included are the implications for greater academic freedom for college professors which in turn result in the type of instruction that would be relevant to the needs of the student. These implications involve one significant study by Pascarella (page 19). This study suggested that increased informal interaction is associated with more positive expectations of students' intellectual interests and openness. Finally, the accountability of the college professor is discussed in many of these articles especially in view of the much-cited student evaluations of college professors. Of great significance are the studies of Grace French-Lazovik (University of Pittsburgh) (page 8-9).

COLLEGE FACULTY

Abell, Dana L. TEACHING AND RESEARCH: AN INVITATION TO STUDY. Bioscience, 20; (March 1970), 343-345. (EJ 018019)

ABSTRACT: Suggests three approaches to studying the relationship between research and teaching at the college level; a multivariate approach; logical analysis; breaking down the general question to sub-questions; and a population approach, investigating the relationships of teaching and research at the departmental level.

Adams, Carl R. and others. DECISION-MAKING AND INFORMATION SYSTEMS IN COLLEGES. Journal of Higher Education, 47; (January/February 1976), 33-49. (EJ 131230)

ABSTRACT: A study of decision processes in 10 small-to-medium-sized colleges examined academic program review, faculty performance evaluation and budgeting and the use of information and analytical data. A resultant description of college decision-making and informational systems and hypotheses for future research are included.

Aleamoni, Lawrence M. and Graham, Margaret H. THE RELATIONSHIP BETWEEN CEQ RATINGS AND INSTRUCTOR'S RANK, CLASS SIZE, AND COURSE LEVEL. Journal of Educational Measurement, 11; (Fall 1974), 189-202. (EJ 105047)

Aleamoni, Lawrence M. and Yimer, Mokonnen AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COLLEAGUE RATING, STUDENT RATING, RESEARCH PRODUCTIVITY, AND ACADEMIC RANK IN RATING INSTRUCTIONAL EFFECTIVENESS. Journal of Educational Psychology, 64; (June 1973), 274-77. (EJ 079507)

Antoine, Gerald CONTINUING EDUCATION FOR UNIVERSITY TEACHERS. Prospects, 4; (Summer 1974), 173-180. (EJ 103182)

ABSTRACT: A rationale and suggestions are made for the broadening of the university professor's scope of interest by a process of reassessment called continuing education, consisting of much more than keeping up with one's discipline and including pedagogic, cultural, and psycho-social action.

Applegate, Malcolm ONTARIO FACULTIES OF EDUCATION: THEIR ROLE IN CONTINUING EDUCATION. History and Social Science Teacher, 10; (Spring 1975), 17-23. (EJ 115026)

ABSTRACT: Problems for the Ontario faculty of education such as pre-service educational activities, association with the field, maintenance of faculty autonomy, and allocation of resources, must be reconciled and balanced with increasing demands for in-service education.

Aquino, John THE PREPARATION OF COLLEGE TEACHERS. Journal of Teacher Education, 26; (Spring 1975), 78-81. (EJ 115174)

Aspy, David N. HOW DID HE GET THERE? Peabody Journal of Education, 47; (November 1969), 152-3. (EJ 013980)

Auser, Cortland P. PART-TIME EMPLOYMENT: "NOTHING AS DESPERATE." Ade Bulletin, 43; (November 1974), 11-12. (EJ 110697)

ABSTRACT: Discusses the difficulties that face part-time college English teachers who are scorned by their colleagues and sometimes begin to doubt their own teaching ability.

Beard, Richard L. THE PROFESSOR TODAY: A JAUNDICED VIEW. Improving College and University Teaching, 19; (Spring 1971), 93-95. (EJ 042342)

ABSTRACT: Author discusses perversions of the art of teaching he regards as destructive.

Beeler, Kent D. and Eberle, August W. PARADOXES IN HIGHER EDUCATION. School and Society, 99; (April 1971), 217-8. (EJ 036233)

Bell, Frederick H. COMPUTER-AUGMENTED LEARNING PROGRAMS FOR COLLEGE INSTRUCTORS. Topics in Instructional Computing, 1, (January 1975), 37-41. (EJ 114531)

ABSTRACT: A description of a regional network of five small colleges supported by a university timesharing computer system which provided the experimental setting for a teacher education program in educational applications of computers.

Birnbaum, Robert. USING THE CALENDAR FOR FACULTY DEVELOPMENT. Educational Record, 56; (February 1975), 226-30. (EJ 136400)

ABSTRACT: A new Faculty Development Program at the University of Wisconsin at Oshkosh is dependent on a new calendar year combining a traditional semester system with elements of the four-one-four and modular calendar approaches to allow for faculty research, curriculum development, a faculty college, and University Institutes.

Blackburn, Robert T. and Trowbridge, Keith W. FACULTY ACCOUNTABILITY AND FACULTY WORKLOAD: A PRELIMINARY COST ANALYSIS OF THEIR RELATIONSHIP AS REVEALED BY PHD PRODUCTIVITY. Research in Higher Education, 1; (1973), 1-12. (EJ 081186)

Boulding, Kenneth E. QUALITY VERSUS EQUALITY: THE DILEMMA OF THE UNIVERSITY. Daedalus, 104; (Winter 1975), 298-305. (EJ 108137)

ABSTRACT: The author discusses the trend toward faculty mediocrity in university departments. The author suggests that equality breeds mediocrity. Inequality should be legitimated in the interest of the whole as a possible solution.

Brenner, Saul THE COLLEGE CLASSROOM AS A CENTER OF INQUIRY. Educational Forum, 39; (November 1974), 77-84. (EJ 106902)

ABSTRACT: Author attempted to answer the questions of whether liberal arts college teachers have employed their classroom as centers of inquiry.

Broad, Molly C. and Jonsen, Richard W. THE FACULTY ROLE IN COLLABORATIVE PLANNING. Planning for Higher Education, 4; (October 1975), 1-5. (EJ 125848)

ABSTRACT: Studies point out the need for collaboration between faculty and administrators that aims to integrate traditional faculty prerogatives with other variables of institutional renovation. The article suggests areas of diffeculty and guidelines for dealing with problems in the collaborative process.

Brown, David G. and Hanger, William S. PRAGMATICS OF FACULTY SELF-DEVELOPMENT. Educational Record, 56; (Summer 1975), 201-6. (EJ 127969)

ABSTRACT: For academic leaders who must encourage and enable faculty

ABSTRACT: (con't) self-development the authors list 47 activities designed to reinforce, motivate and enable self-development. For faculty members they list 95 activities. The strategy being to change environments, to risk new exposures, alter habitual patterns, and undertake new challenges.

Cantlon, John E. THE THREAT OF EFFICIENCY. Planning for Higher Education, 3; (October 1974), 9-12. (EJ 107306)

ABSTRACT: The provost of Michigan State University discusses erroneous methods of increasing efficiency and other problems in pursuing efficiency at large institutions. He lists 14 actions tried at MSU to improve efficiency and effectiveness.

Caws, Peter J. THE EMBATTLED UNIVERSITY: DESIGN FOR A UNIVERSITY. Daedalus, (Winter 1970), 84-107. (EJ 013077)

Centra, John A. and others. FACULTY VIEWS OF INSTITUTIONAL FUNCTIONING: A NEW MEASURE OF COLLEGE ENVIRONMENTS. Educational Psychological Measurement, 30; (Summer 1970), 405-16. (EJ 025248)

Clark, Stanley A. RESEARCH AND PUBLICATION IN THE SMALL COLLEGE: A COMPARATIVE STUDY OF FACULTY MEMBERS' PERCEPTIONS AND ATTITUDES. Journal of Educational Research, 66; (March 1973), 328-33. (EJ 072481)

ABSTRACT: Significant differences were found in the perceived amount of pressure to publish, and the institutional emphasis on productivity. Church College respondent noted less research emphasis among colleagues than public college respondents.

Crane, Diane. THE ACADEMIC MARKETPLACE REVISITED: A STUDY OF FACULTY MOBILITY USING THE CARTTER RATINGS. American Journal Sociology, 75; (May 1970), 953-964. (EJ 023662)

ABSTRACT: This study examines the characteristics of faculty who joined the top twenty departments in six disciplines between 1963 and 1966 in order to evaluate the relative importance of prestige of doctoral origin and scholarly performance in the selection for a position in these departments.

Crane, Robert M. FUTURE ORIENTED COLLEGES AND UNIVERSITIES. Improving College and University Teaching, 20; (Summer 1972), 120-122. (EJ 064259)

ABSTRACT: Teachers of the future must be better prepared than ever before, and must be ready to continue their learning that they might be proper identity models for students.

Cronin, Joseph M. THE INTERDEPENDENCE OF HIGHER EDUCATION. Daedalus, 104; (Winter 1975), 108-112. (EJ 108117)

ABSTRACT: The author examines the problems of higher education caused by lower enrollments. In order to survive he suggests that colleges and universities work together and share their plans, programs, facilities, and faculties.

Daigon, Arthur POINT AND COUNTERPOINT: THE FALLACY OF COOPERATION. English Education, 1; (February 1969), 62-8. (EJ 011789)

ABSTRACT: Criticizes academic English departments for failing to prepare their graduates as teachers.

Davenport, Horace W. TEACHING VERSUS RESEARCH. Bioscience, 20; (February 1970), 228-230. (EJ 015295)

ABSTRACT: An anecdotal presentation of the problem of priorities for college professors and administrators. Describes different approaches to learning, teaching and research. Emphasizes the need for quality.

Davis, James E. and Jambor, Glenn PROFESSOR AND STUDENT AS TEAM TEACHERS IN COMPOSITION. College Composition and Communication, 25; (October 1974), 300-03. (EJ 105758)

ABSTRACT: Freshmen college students benefited from an individualized, oral approach to composition. In classes team taught by a professor and an undergraduate senior.

Debloois, Michael and Allen, Douglas D. STIMULATING FACULTY READINESS FOR INSTRUCTIONAL DEVELOPMENT: A CONSERVATIVE APPROACH TO IMPROVING COLLEGE TEACHING. Educational Technology, 8; (July 1973), 16-19. (EJ 082697)

ABSTRACT: Most colleges and universities cannot afford the research and development approach to improving instruction. This article argues that a more modest approach is defensible and necessary to bridge the gap between research and development centers and college teachers.

De Nevi, Don. COLLEGE TEACHING AS AN ART. Improving College University Teaching, 18; (SPring 1970), 124-25. (EJ 025206)

ABSTRACT: Outline, reference material and statement of philosophy for a course on teaching as an art.

Elmore, Patricia B. and LaPointe, Karen A. EFFECTS OF TEACHER SEX AND STUDENT SEX ON THE EVALUATION OF COLLEGE INSTRUCTORS. Journal of Education Psychology, 66; (June 1974), 386-9. (EJ 106714)

Eddy, Frederick D. STAFFING FOREIGN LANGUAGE DEPARTMENTS IN COLLEGES AND UNIVERSITIES: A TENTATIVE DRAFT OF CRITERIA. Bulletin of the Association of Departments of Foreign Languages, 6; (September 1974), 31-36. (EJ 107490)

Estrin, Herman A. JUSTIFYING YOUR EXISTENCE ON THE COLLEGE LEVEL. Scholastic Editor Graphics/Communications, 54; (October 1974), 15-16. (EJ 105667)

ABSTRACT: Examines ten functions which are an essential part of the faculty advisor's role on a school newspaper at the college level.

Faris, Gene FACULTY DEVELOPMENT -- THE KEY TO INSTRUCTIONAL DEVELOPMENT. Viewpoints, 46; (March 1970), 129-46. (EJ 028137)

ABSTRACT: Describes an institute which trained college professors to use a systematic approach in developing curriculum units and instructional materials.

Feiock, Vernon L. STUDY REVEALS EXTENT OF FACULTY SERVICES BEYOND THE CLASSROOM AND ASSIGNS DOLLAR VALUE TO THEM. College University Bus., 47; (December 1969), 14-21. (EJ 012142)

Feldman, Albert MASTER TEACHER. College and University Journal, 12; (January 1973), 19-21. (EJ 072078)

ABSTRACT: The master teacher is much more valuable than the consumate re-seacher.

Feuille, Peter and Blandin, James DETERMINANTS OF ATTITUDINAL MILITANCY AMONG UNIVERSITY FACULTY. Educational Administration Quarterly, 12; (Winter 1976), 54-66. (EJ 132476)

ABSTRACT: Dissatisfaction with several of the job and organizational context characteristics (especially with the campus administration) was a significant predictor of militancy, but demographic characteristics (sex, academic rank, tenure status, academic department, faculty organization membership) had almost no predictive value.

Fishburn, Peter C. A COMPARATIVE ANALYSIS OF GROUP DECISION METHODS. Behavioral Science, 16; (November 1971), 538-44. (EJ 046204)

Fordyce, Joseph W. FACULTY DEVELOPMENT IN AMERICAN COMMUNITY JUNIOR COLLEGES. Peabody Journal of Education, 48; (July 1971), 270-5. (EJ 041319)

Francis, John Bruce HOW DO WE GET THERE FROM HERE? PROGRAM DESIGN FOR FACULTY DEVELOPMENT. Journal of Higher Education, 46; (November/December 1975), 719-32. (EJ 127981)

ABSTRACT: The author suggests that workshops, evaluation procedures, and institutional policies regarding instructional development should differ according to whether an institution's prevailing attitudes are oriented to consciousness-raising (stage 1) focal awareness (stage 2) or subsidiary awareness (stage 3) suggestions are made as to which programs fit the different developmental stages.

French-Lazovik, Grace EVALUATION OF COLLEGE TEACHERS FOLLOWING FEEDBACK FROM STUDENTS. Improving College and University Teaching, 23; (Winter 1975), 34-35. (EJ 112834)

French-Lazovik, Grace PREDICTABILITY OF STUDENTS' EVALUATIONS OF COLLEGE TEACHERS FROM COMPONENT RATINGS. Journal of Educational Psychology, 66; (June 1974), 373-85. (EJ 106713)

ABSTRACT: Two similarly designed studies which were conducted 15 years apart at different universities and which involved over 9,700 students and 277 faculty gave nearly identical answers to the question of what teaching characteristics carry greatest weight in predicting students general opinion of their teacher's effectiveness.

Pulcher, David G. and Anderson, W. Thomas, Jr. INTERPERSONAL DISSIMILARITY AND TEACHING EFFECTIVENESS: A RELATIONAL ANALYSIS. Journal of Educational Research, 68; (September 1974), 19-25. (EJ 106605)

Furniss, W. Todd FACULTY DEVELOPMENT AND THE DEPARTMENT. Ade Bulletin, 47; (November 1975), 30-37. (EJ 129213)

ABSTRACT: Focuses attention on means of preparing and improving college staff, and outlines those points which college department heads must consider when evaluating faculty programs.

Gaff, Jerry G. and Wilson, Robert C. FACULTY CULTURE AND INTERDISCIPLINARY STUDIES. Journal of Higher Education, 42; (March 1971), 186-201. (EJ 037282)

ABSTRACT: Activities, cultural pluralism, educational objectives, faculty evaluation, interdisciplinary approach, student teacher relationship, teaching methods.

Gaff, Jerry G. and Wilson, Robert C. THE TEACHING ENVIRONMENT. AAUP Bulletin, 57; (December 1971), 475-93. (EJ 051741)

ABSTRACT: Teaching load, academic freedom, student caliber, colleague caliber, and other factors that make up the academic environment determine the effectiveness of faculty.

Garrison, Roger H. A MINI-MANUAL ON IN-SERVICE. Community and Junior College Journal, 45; (June-July 1975), 18-20. (EJ 118012)

ABSTRACT: This is a series of notes and comments about Faculty Professional

ABSTRACT: (con't) Development. Following a list of what inservice training should and should not be, the author details the responsibilities of the inservice coordinator, describes how to use a consultant, and notes the necessary commitment of the college administration.

Gertz, Boris, and Van Horn, Lee SENSITIVITY TRAINING FOR COLLEGE PROFESSORS. Training and Development Journal, 25; (May 1971), 12-16. (EJ 038096)

Gold, Yvonne SHOULD TODAY'S COLLEGE PROFESSOR TEACH VALUES NOW? College Student Journal, 7; (April-May 1973), 93-95. (EJ 084251)

Graham, Patricia Albjerg WOMEN IN ACADEME. Science, 169; (September 1970), 1284-1290. (EJ 027280)

ABSTRACT: Summarizes past and present academic employment of women in United States' colleges. Suggests explanations for the patterns, and proposes administrative changes to improve women's academic status.

Grasha, Anthony F. A PLANNING SEQUENCE TO ASSIST FACULTY IN SELECTING ALTERNATIVE COURSE DESIGNS. Educational Technology, 15; (September 1975), 9-16. (EJ 123027)

ABSTRACT: Article describes one approach used to introduce faculty to alternative instructional designs.

Greene, Bert I. THE FRUSTRATION OF COLLEGE PROFESSORS. Today's Education, 61; (February 1972), 28-9. (EJ 053555)

ABSTRACT: A plea from a college faculty member to Department chairmen to maintain the same interest in the staff that was prevalent before professors were hired.

Greene, Robert Ford GOOD TEACHING AND IN-SERVICE EDUCATION. Improving College and University Teaching, 19; (Summer 1971), 201. (EJ 047098)

ABSTRACT: In-service training is the gateway of opportunity for realizing potential.

Gustafson, Kent L. IMPROVING INSTRUCTIONAL DEVELOPMENT: FACULTY AS LEARNERS. Educational Technology, 15; (May 1975), 34-37. (EJ 119737)

ABSTRACT: Article suggests that if principles of learning are applied to teaching college faculty about instructional development, significant learning and change may occur where it has not in the past.

Hammons, James O. HOW EFFECTIVE ARE SHORT-TERM FACULTY WORKSHOPS? Audiovisual Instruction, 20; (December 1975), 26-28. (EJ 129724)

ABSTRACT: A look at the results of both short and long term evaluations on college faculty workshops.

Hardy, Robert C. and Bohren, Joseph F. THE EFFECT OF EXPERIENCE ON TEACHER EFFECTIVENESS: A TEST OF THE CONTINGENCY MODEL. Journal of Psychology, 89; (January 1975), 159-163. (EJ 110609)

ABSTRACT: Results indicate that low least preferred coworker (LPC) starting teachers were more effective than high LPC starting teachers, and no significant difference exists between high and low LPC experienced teachers.

Hartnett, Rodney T. STRENGTHENING INSTITUTIONAL QUALITY THROUGH INSTITUTIONAL RESEARCH. New Directions for Higher Education, 3; (Winter 1975), 61-70. (EJ 131202)

ABSTRACT; As guidelines for research assessing institutional effects, three general principles are outlined (establishing realistic expectations, information as opposed to data, institutional research as institutional provocation) and recommendations made: focus on meaningful academic units, relate goals to outcomes, involve faculty, regard measures as indicators and not definers, evaluate outcomes information.

Harvey, Thomas R. STAFFING AND ORGANIZATIONAL DEVELOPMENT. New Directions for Higher Education, 3; (Winter 1975), 49-59. (EJ 131201)

ABSTRACT: Observing that conventional approaches to institutional solvency through staff reductions or alterations have not been very effective, the author advocates an organizational development approach to the student-faculty ratio dilemma. A systematic staff analysis plan is outlined and its advantages and disadvantages compared to the conventional approach.

Hauser, Philip M. POLITICAL ACTIONISM IN THE UNIVERSITY. Daedalus, 104; (Winter 1975), 265-272. (EJ 108134)

ABSTRACT: The role of university faculty and students in respect to political activism is examined. The apolitical mission of the university is stressed which in turn requires apolitical roles of faculty and students.

Hearn, James J. and Thompson, Hugh L. WHO GOVERNS IN ACADEMIA? Journal of General Education, 22; (July 1970), 123-37. (EJ 025116)

ABSTRACT: Faculty participation in policy-making decisions at institutions of higher learning is examined in depth.

Hechinger, Fred M. AN ACADEMIC COUNTER REVOLUTION. Saturday Review/World, 2; (November 16, 1974), 63-4, 68. (EJ 106881)

ABSTRACT: Discussed the founding of Strawberry Creek College. Designed to bring some sense of direction into the present disarray of undergraduate education.

Hildebrand, Milton. THE CHARACTER AND SKILLS OF THE EFFECTIVE PROFESSOR. Journal of Higher Education, 44; (January 1973), 41-50. (EJ 071757)

Hillway, Tyrus. EVALUATING COLLEGE AND UNIVERSITY ADMINISTRATION. Intellect, 101; (April 1973), 426-7. (EJ 074547)

ABSTRACT: Proposed: a rating scale for academic administration. The ratings to be made by the faculty to help administrators improve the effectiveness of their work.

Hoban, J. Dennis FACULTY DEVELOPMENT, A NEEDED PERSPECTIVE IN ID. Audiovisual Instruction, 19; (December 1974), 20-21. (EJ 107652)

ABSTRACT: A discussion of how college faculties should be trained in instructional design.

Hoem, Eric. THE PROFESSIONAL DEVELOPMENT PROGRAM YOU CAN AFFORD. Community and Junior College Journal, 45; (May 1975), 32-34. (EJ 116363)

ABSTRACT: Mt. Hood Community College (Oregon) funds faculty for all leaves of absence which will be of demonstrable benefit to the instructor's teaching or curriculum. The program currently costs $20,000 per year (one quarter percent of the total operating budget) in 1973-74. Nearly one-third of the faculty used the funds.

Hogan, Robert F. EITHER WAY WILL HURT. Ade Bulletin, 42; (September 1974), 11-16. (EJ 104028)

ABSTRACT: Presents six truths which college teachers and leaders in English must confront if they are to regain the position of authority that they once held.

Honey, John C. WILL THE FACULTY SURVIVE? Change, 4; (June 1972), 24-29. (EJ 065441)

ABSTRACT: A college faculty's professional behavior could easily determine the well-being of both their own institution and higher education in general.

Houston, Samuel R. and Broderius, Bruce W. HIERARCHICAL GROUPING OF FACULTY ACCORDING TO POLICY OF TEACHING EFFECTIVENESS. Colorado Journal of Educational Research, 13; (Spring 1974), 48-53. (EJ 103234)

ABSTRACT: Judgment analysis was used to determine the policy by which judges rated sixty profiles of college teachers, while six of the judges seemed to be opposed to evaluation, the other judges generally rated classroom teaching and professional activities as the most important variables in effective teaching.

Jaeger, Richard M. and Freijo, Tom D. SOME PSYCHOMETRIC QUESTIONS IN THE EVALUATION OF PROFESSORS. Journal of Educational Psychology, 66; (June 1974), 416-23. (EJ 106718)

ABSTRACT: Two questions were investigated: 1) would rewording items on a questionaire for evaluating faculty teaching effectiveness substantially affect students' ratings? and 2) would students' ratings of professors' teaching quality be totally consistent with their ratings of benefits derived from courses?

Jascourt, Hugh D. and others FACULTY COLLECTIVE BARGAINING IN HIGHER EDUCATION: AN OVERVIEW; A MANAGEMENT PERSPECTIVE; AN ORGANIZATION PERSPECTIVE; AND AN

INDEPENDENT PERSPECTIVE. Journal of Law and Education, 3; (July 1974), 409-455. (EJ 102584)

Jones, Joel M. WHAT'S GOOD FOR HARVARD MAY NOT BE GOOD FOR HUMANITY: A PASTICHE ON PROFESSORS, POLITICS, AND PRIORITIES. Changing Education, (June 197-), 2-4. (EJ 039754)

Kaimann, Richard A. THE COINDIDENCE OF STUDENT EVALUATION BY PROFESSOR AND PEER GROUP USING RANK CORRELATION. Journal of Educational Research, 68; (December 1974), 152-3. (EJ 108300)

Kapel, David E. and Wexler, Norman FACULTY ATTITUDE TOWARD RESEARCH IN AN EMERGENT COLLEGE. Journal of Exp. Education, 38; (Spring 1970), 44-7. (EJ 018243)

Kash, Don E. and others. UNIVERSITY AFFILIATION AND RECOGNITION: NATIONAL ACADEMY OF SCIENCES. Science, 175; (March 1972), 1076-1084. (EJ 053553)

ABSTRACT: Whether by conscious design or not, the nomination and election procedures have permitted, or perhaps simply resulted in, the self perpetuation of an academic and institutional in-group as a numerical majority of the academy's membership.

Keene, C. Mansel ADMINISTRATION OF SYSTEMWIDE FACULTY AND STAFF AFFAIRS. Public Administration Review, 30; (March/April 1970), 113-117. (EJ 019461)

ABSTRACT: The author offers several observations concerning the changing role of the college faculty based on his experiences with the California State College System.

Keller, Louise J. WHAT A COLLEGE CAN DO TO PROVIDE TEACHER PREPARATION FOR CAREER EDUCATION. Journal of Career Education, 1; (Fall 1974), 39-53. (EJ 110447)

ABSTRACT: A basic in-service program for college faculty and specific commitments for colleges/universities in preparing personnel are discussed. Commitments to a career development process, personnel development for dif-

ABSTRACT: (con't) ferentiated roles, changes in pre-service programs, and supportive services are vital. Modules for a career education teacher preparation are described.

Kemeny, John G. THE UNIVERSITY IN STEADY STATE. Daedalus, 104; (Winter 1975), 87-96. (EJ 108115)

ABSTRACT: The author considers some problems caused by lack of university growth and discusses changes in policy that the no growth state will require. Faculty tenure in a no growth situation is emphasized and early retirement recommended to maintain vitality in the institution.

Kerlinger, Fred N. STUDENT EVALUATION OF FACULTY PROFESSORS. School and Society, 99; (October 1971), 353-6. (EJ 044135)

Kiernan, Irene R. STUDENT EVALUATIONS RE-EVALUATED. Community and Junior College Journal, 45; (April 1975), 25-27. (EJ 114631)

ABSTRACT: This paper presents eleven questions which must be raised concerning the use of student evaluations of community college teachers, ten questions deal with the political, sociological, and psychological implications of the student evaluations currently in use, the last question concerns a legal matter - the use of unvalidated tests.

Kinder, Marsha THE CASE FOR JUNIOR POWER IN THE DEPARTMENT. Bulletin Assn. Dep. English, 23; (November 1969), 26-7. (EJ 014682)

ABSTRACT: Paper read at the Association of Departments of English (ADE) Philological Association of the Pacific Coast (PAPC) Meeting at the University of California, Davis, November 28-29, 1969.

Klein, Gary D. and Denham, Carolyn H. A MODEL FOR DETERMINING THE VALIDITY OF FACULTY RATINGS OF UNIVERSITY ADMINISTRATOR EFFECTIVENESS. Educational and Psychological Measurement, 34; (Winter 1974), 899-902. (EJ 111726)

Koehnline, William A. and Blocker, Clyde E. THE DIVISION CHAIRMAN IN THE COMMUNITY COLLEGE. Junior College Journal, 40; (February 1970), 9-12. (EJ 014136)

ABSTRACT: The division chairman is primarily an adminstrator, rather than an academic specialist. He supervises the faculty and the courses, teaching, counseling, business and financial affairs of his division.

Kreyche, Gerald F. ON THE DEATH OF COLLEGE. School and Society, 99; (April 1971), 223-4. (EJ 036235)

Lederhouse, Jonathan E. and Lower, James M. TESTING COLLEGE PROFESSOR'S TESTS. College Student Journal, 8; (February - March 1974), 68-70. (EJ

ABSTRACT: This article attempts to point up some of the common errors that are made in test preparation, and describe some principles of test construction. The article proposes a solution to problems of inadequate testing in the form of seminar conducted by the institution, which would improve the testing ability of the faculty.

Leslie, Larry L. ACCEPTANCE OF THE COMMUNITY COLLEGE PHILOSOPHY AMONG FACULTY OF TWO-YEAR INSTITUTIONS. Educational Administration Quarterly, 9; (Spring 1973), 50-62. (EJ 080348)

ABSTRACT: Research findings disclose the need for improvement of discrepancies discovered to exist between the role perceptions of faculty members and organizational goals of a Pennsylvania community college. Suggests the development of a sensitive screening instrument, or some means of educating faculty to the purpose of the two-year college.

Lindsay, Carl A. and Nead, Benjamin M. THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION'S VIEW OF THE FUTURE OF HIGHER CONTINUING EDUCATION. International Journal of Continuing Education and Training, 3; (Fall 1973), 99-107. (EJ 098924)

ABSTRACT: The diversity common to university continuing education programs complicates both planning for the future and operating national professional continuing education societies. The NUEA view-of-the-future committee report received mixed reactions from NUEA members. They seem to be in doubt as to the direction of extension's and continuing education's future.

Linsky, Arnold S. and Straus, Murray A. STUDENT EVALUATIONS, RESEARCH PRODUCTIVITY, AND EMINENCE OF COLLEGE FACULTY, Journal of Higher Education, 46; (January/

February 1975), 89-102. (EJ 112788)

ABSTRACT: From this data it would appear that teacher ratings are only partly due to individual differences in teaching abilities but also vary with position within the social structure of the university. Some of the conflicting implications of the research findings for university policy are considered.

Lovas, Charles M. INTRODUCING FACULTY TO NEW TEACHING METHODS. Engineering Education, 65; (February 1975), 431-432. (EJ 116524)

ABSTRACT: Describes a program developed by the Educational Research and Methods Division of ASEE for the members at the grassroots level (example, on the campus). Describes the establishment of resource rooms for educators and miniacademos to demonstrate new teaching methods.

Lucas, Christopher J. THE PROFESSOR: A NEW BREED. Education, 90; (September-October 1969), 59-61. (EJ 020600)

Lunstrum, John P. FACULTY RETRAINING IN FLORIDA STATE UNIVERSITIES. Phi Delta Kappan, 56; (March 1975), 465. (EJ 114168)

ABSTRACT: Describes a system for retraining tenured university faculty to fill positions in understaffed areas.

Majer, Kenneth and Saunders, Phillip EVALUATION AND IMPROVING COLLEGE TEACHING; STUDENT QUESTIONNARIES ARE NOT ENOUGH. Viewpoints, 50; (November 1974), 55-80. (EJ 108767)

Marshall, Margaret Wiley THE LIBERAL ARTS. Journal of Higher Education, 41; (April 1970), 327-329. (EJ 019703)

Marty, Myron A. HISTORICAL RESEARCH AND THE COMMUNITY COLLEGE TEACHER: REFRESHMENT ON THE SIDE ROADS. History Teacher, 8; (February 1975), 217-28. (EJ 113375)

ABSTRACT: The author examines how historical research among junior college

ABSTRACT: (con't) teachers will have definite, identifiable, salutary effects upon improving teaching quality in the junior college, local history is suggested as an appropriate research field for junior college teachers.

Metzger, Walter P. THE AMERICAN ACADEMIC PROFESSION IN "HARD TIMES." Daedalus, 104; (Winter 1975), 25-44. (EJ 108109)

ABSTRACT: The author examines the current status of the academic profession at the college level. Work environment, productivity, and the impact of rapid growth and current cutbacks are emphasized.

Meyer, John C. C.B.T.E. POTENTIAL INSERVICE HELP FOR TEACHERS. Teacher Education, 10; (Winter 1975), 27-33. (EJ 115096)

ABSTRACT: When competency based teacher education programs involve student teaching, they may have as great an impact on changing practicing teachers' behavior as upon the student teacher.

Millet, Stanton THE CHAIRMAN AND THE STUDENT. Bulletin Assn. Dep. English, 22; (September 1969), 12-21. (EJ 014668)

ABSTRACT: Address presented at the 1969 seminar in Albuquerque, New Mexico of the Association of Departments of English (ADE) an affiliate of the Modern Language Association of America. (MLA)

Nazzaro, J. Russell THE TWO-YEAR COLLEGE INSTRUCTOR: A PROFILE. American Psychologist, 29; (July 1974), 554-557. (EJ 103384)

ABSTRACT: Reports the results of a survey done during the spring of 1973 by the APA Educational Affairs Office to gather information about the two-year college teacher and to explore how the National Organization might serve these teachers's needs.

Nelson, James H. COLLECTIVE BARGAINING: AN INSTRUMENT FOR STAFF DEVELOPMENT. Com-

munity and Junior College Journal, 43; (October 1972), 27. (EJ 064660)

ABSTRACT: Collective bargaining can be used to provide more relevant and effective professional development of staff by emphasizing faculty competencies over activities.

Oliphant, Robert MR. CHIPS, JOHNNY APPLESEED, AND THE HIRED HAND: SOME NOTES ON FACULTY ROLES AND EXPECTATIONS. College and University, 48; (Fall 1972), 38-47. (EJ 067347)

Pankin, Robert M. STRUCTURAL FACTORS IN ACADEMIC MOBILITY. Journal of Higher Education, 44; (February 1973), 95-101. (EJ 071079)

Pascarella, Ernest T. INFORMAL INTERACTION AND FACULTY PERCEPTIONS OF STUDENTS. Journal of College Student Personnel, 16; (March 1975), 131-136. (EJ 113974)

ABSTRACT: This study investigated the relationship between informal interaction with students and faculty members' perceptions of students. The findings suggest that increases informal interaction is associated not only with more positive expectations of students' intellectual interests and openess but also with the degree of congruence with students' self and peer ratings.

Pierce, Harmon B. and Schroeder, Lee L. AN OBJECTIVE-BASED PARTICIPATORY EVALUATION PLAN FOR TEACHING FACULTY. Educational Technology, 14; (August 1974), 28-32. (EJ 102921)

ABSTRACT: A discussion of how staff evaluation can keep pace with objective-based teaching and learning.

PROFESSIONAL STANDARD FOR COLLEGE LANGUAGE TEACHERS: GUIDELINES FOR DISCUSSION. Bulletin of the Association of Departments of Foreign Languages, 6; (September 1974), 27-30. (EJ 107494)

Richards, James M. and others FACULTY AND CURRICULUM AS MEASURES OF COLLEGE ENVIRONMENT. Journal of Educational Psychology, 61; (August 1970), 324-32. (EJ 023868)

Roush, G. Jon WHAT WILL BECOME OF THE PAST? Daedalus, 98; (Summer 1969), 641-53. (EJ 015871)

ABSTRACT: Greater academic freedom for college professors in the humanities field would result in a type of classroom instruction that would be relevant to the needs of modern society.

Sawyer, Paul THE PRESENTATION: ITS ROLE IN SELECTING NEW FACULTY. Bulletin Assn. Dep. English, 23; (November 1969), 16-21. (EJ 014680)

Shattuck, Roger W. THOUGHTS ON THE HUMANITIES. Daedalus, 98; (Summer 1969), 677-83. (EJ 015927)

Sheets, Norman L. GUIDELINES FOR ASSIGNING COLLEGE FACULTY LOADS. Journal of Health and Physical Recreation, 41; (September 1970), 40-3. (EJ 026108)

Sherman, Barbara R. and Blackburn, Robert T. PERSONAL CHARACTERISTICS AND TEACHING EFFECTIVENESS OF COLLEGE FACULTY. Journal of Educational Psychology, 67; (February 1975), 124-31. (EJ 118403)

ABSTRACT: Students in a coeducational liberal arts college rated faculty on two typical teaching evaluation instruments and on a semantic differential form. Findings suggest that improvement of teaching effectiveness may depend more on changes related to personality factors than on those involving classroom procedures.

Shull, Fremont A. Jr. PROFESSIONAL STRESS AS A VARIABLE IN STRUCTURING FACULTY ROLES. Educational Administration Quarterly, 8; (Autumn 1972), 49-66. (EJ 072149)

ABSTRACT: Using data from empirical studies available on the various dimensions of faculty stress, this article suggests implications for organizational design in Academe. The author interprets academic behavior in terms of two criteria: organizational effectiveness and academic freedom.

Sikes, Walter W. AN ORGANIZATIONAL DEVELOPMENT WORKSHOP FOR A COLLEGE. Social

Change, 1; (1971), 4-6. (EJ 054707)

ABSTRACT: Author shares a recent experience he had with group of faculty and administrators which reinforced his faith in the ability of his colleagues to improve processes of teaching and learning, decision making, and interpersonal relations.

Sinowitz, Betty E. COLLEGE FACULTY -- WOMEN FIGHT SEX BIAS. Today's Education, 63; (September - October 1974), 58-9, 62. (EJ 103276)

Smock, R. M. A TAXONOMY OF COLLEGE PROFESSORS. Improving College University Teaching, 17; (Autumn 1969), 226-227. (EJ 015623)

ABSTRACT: A satirical classification of professorial techniques and characteristics.

SOME PERSPECTIVES ON STAFF DEVELOPMENT. Community and Junior College Journal, 43; (October 1972), 14-19. (EJ 064207)

ABSTRACT: Seven educators from around the country discuss the report of the President's National Advisory Council on Education Professions Development and make observations on the status and future needs of staff development in Community Junior Colleges.

Sorge, Dennis H. and Kline, Charles E. VERBAL BEHAVIOR OF COLLEGE INSTRUCTORS AND ATTENDANT EFFECT UPON STUDENT ATTITUDES AND ACHIEVEMENT. College Student Journal, 7; (November - December 1973), 24-29. (EJ 103831)

ABSTRACT: Whether there is positive correlation between type of college instructions and student attitudes and achievement was examined, college students will make greater achievement gains if taught by indirect rather than direct teaching styles and amount of indirect teaching is not sufficient factor for predicting attitude of college students toward instructor or subject.

Stoddart, W. B. QUESTIONS WE NEED TO ASK TO MAKE THE TEACHING FACULTY MORE EFFECTIVE. Canadian University and College, 7; (March/April 1972), 36-41. (EJ 071761)

Subkoviak, Michael J. and Levin, Joel R. DETERMINING THE CHARACTERISTICS OF THE IDEAL PROFESSOR: AN ALTERNATIVE APPROACH. Journal of Educational Measurement, 11; (Winter 1974), 269-76. (EJ 108465)

ABSTRACT: A free-response method of data collection (questionnaire) in conjunction with nonmetric multidimensional scaling, produced results highly similar to those of a previous study, i.e. that an effective college teacher could be characterized in terms of "research, teaching and service to the university."

Sullivan, Arthur M. and Skanes, Graham R. VALIDITY OF STUDENT EVAULATION OF TEACHING AND THE CHARACTERISTICS OF SUCCESSFUL INSTRUCTORS. Journal of Educational Psychology, 66; (August 1974), 584-90. (EJ 108387)

Taylor, William R. A CONSORTIUM APPROACH TO FACULTY RENEWAL. New Directions for Community Colleges, 3; (Winter 1975), 17-22. (EJ 129863)

ABSTRACT: Four Long Island two-and four-year institutions have developed a model program of faculty development for history instructors. The plan offers workshops and conferences organized into an ongoing, adequately supported program that enables teachers to periodically renew and deepen their skills.

Toombs, William A THREE-DIMENSIONAL VIEW OF FACULTY DEVELOPEMNT. Journal of Higher Education, 46; (November/December 1975), 701-17. (EJ 127978)

ABSTRACT: Three dimensions for faculty developemnt are proposed: the Professional, which embodies critical conceptual questions; the Curricular, including improvement of instruction and designs for learning; and the Institutional, a set of new demands on higher education. Based on these, a set of principles for planning and a matrix for programming are derived.

Trow, Martin THE EMBATTLED UNIVERSITY: REFLECTIONS ON THE TRANSITION FROM MASS TO UNIVERSAL HIGHER EDUCATION. Daedalus, (Winter 1970), 1-42. (EJ 013075)

Vander Wilt, and Robert B. STUDENT FACULTY COOPERATION IN AN INTERDISCIPLINARY EXPERIMENT. Nat. Assn. Stud. Personnel Admin., 8; (October 1970), 115-18. (EJ 027472)

ABSTRACT: Presents model for a course in innovations in higher education conceived, developed, executed and evaluated by students at Markato State University. Experience was designed to put more responsibility on individual students for their own learning.

Walker, C. Noojin ACCOUNTABILITY OF THE '70's. Improving College and University Teaching, 23; (Summer 1975), 158-9. (EJ 132800)

ABSTRACT: The accountability of faculty for teaching is discussed with reference to the comprehensive course syllabus (an agreement on course content between faculty members and between teachers and students with course objectives states behaviorally) determination of the means of measuring the agreed-upon accomplishments, and responsibilities of the department chairman for the whole operation..

Walsh, Garner V. ONE IN FIVE MADE US THINK. Improving College and University Teaching, 20; (Summer 1972), 153-155. (EJ 065308)

ABSTRACT: Reports on a survey of college students regarding what professors made them think and how the instructors initiated this response.

Wattenbarger, James L., and Carpenter, Robert S. FACULTY DEVELOPMENT: LET TEACHERS TAKE THE INITIATIVE. Community College Review, 3; (June 1975), 25-30. (EJ 119760)

ABSTRACT: This article reports the results of a 1974 survey of Florida Community College administrators and faculty to determine their perceptions of the content and methods that should comprise a faculty inservice program. The authors recommend that faculty values, needs, and perceptions be central to the planning of all inservice experiences.

Whitfield, Raymond P. and Brammer, Lawrence M. THE ILLS OF COLLEGE TEACHING: DIAGNOSIS AND PRESCRIPTION. Journal of Higher Education, 44; (January 1973), 1-14. (EJ 071756)

Wyant, June F. and Morrison, Perry D. A FACULTY WORKLOAD SURVEY. Journal of Education for Librarianship, 12; (Winter 1972), 155-161. (EJ 056424)

ABSTRACT: The purpose of this exploratory study was to survey the distribution

ABSTRACT: (con't) of workloads of library school faculty members in the areas of teaching, research and study, and service. It was carried out in connection with a university-wide study conducted at the University of Oregon.

Yarmolinsky, Adam INSTITUTIONAL PARALYSIS. Daedalus, 104; (Winter 1975), 61-67. (EJ 108112)

ABSTRACT: Institutional paralysis of higher education is the result of the disjunction between faculty and administration; the disjunction between substantive planning and budgetary decision-making, the disjunction between departmental structures and functional areas of university concern, and the disjunction between the theory of direct democracy and its practice in the university. Possible solutions are proposed.

Ziegler, Jerome M. SOME QUESTIONS BEFORE US: NOTES TOWARD THE FUTURE IN HIGHER EDUCATION. Daedalus, 104; (Winter 1975), 210-221. (EJ 108126)

ABSTRACT: This article examines the future of education, included in the article are sections on who is to be educated, what should be taught, who will do the teaching, the impact of mass education and technology, and the impact of continued government intervention in education.

These articles reflect the academic expectations of the library faculty, and academic librarianship in general. Specifically, the example of Special Librarianship, provided by Dr. Penland (page 25), gives insight into the factors to be considered for effective information handling techniques. The taxonomy of human communication has important relevancy to the library situation or conditions within which communication occurs. Moreover, the essential importance of counseling, to librarians and ultimately other college faculty, for this method of interface with library patrons has precise sequence in reference to the other subject divisions of this bibliography. Thus, counseling is essential to help students develop cognitively and to achieve a level of concept growth just as it is true with library patrons. Thus, the role of the librarian as a counselor cannot be entirely eliminated from Special Librarianship and other segments of institutions of higher learning.

COLLEGE LIBRARIES

Moriarty, John H. ACADEMIC IN DEED. College Research Libr., 31; (January 1970), 14-17. (EJ 015011)

ABSTRACT: A director of libraries in a large university whose librarians have academic faculty status with explicit titles naming various levels of professorship describes what responsibilities he feels are his toward the library faculty, and conversely what is expected academically of them.

Netz, David J. and Wood, Don E. THE HUMAN ELEMENT: A RETROSPECTIVE EVALUATION OF THE OSUL INTERNSHIP PROGRAM. American Libr., 1: (March 1970), 253-254. (EJ 017847)

ABSTRACT: In 1961 the Ohio State University Libraries (OSUL) established an internship program that is fairly unique in academic librarianship. An analysis of the program was made by sending questionnaires to former interns and the two personnel librarians who had worked with the program.

Penland, Patrick R. OVERCOMING THE FRIGIDITY OF SPECIAL LIBRARIANS. Special Libraries, 62; (January 1971), 1-7. (EJ 033776)

ABSTRACT: A general theory and taxonomy of human communication is discussed within which the information handling propensities of the special librarian can be evaluated for relevance to the exions of Library and Informational Science.

Smith, Eldred ACADEMIC STATUS FOR COLLEGE AND UNIVERSITY LIBRARIANS -- PROBLEMS AND PROSPECTS. College Research Libr., 31; (January 1970), 7-13. (EJ 015010)

ABSTRACT: Librarians can now perform functions justifying full academic status by providing crucially needed bibliographic and information services. Obstacles of bureaucratic orientation and lack of quality library education must be overcome.

Wilson, Logan LIBRARY ROLES IN AMERICAN HIGHER EDUCATION. College Res. Libr., 31; (March 1970), 96-102. (EJ 015812)

ABSTRACT: This paper delivered by the president of the American Council on Education at the first U. S. Conference on Libraries and Information Science in Higher Education (Tokyo, Japan, May 12, 1969), explores the interrelation between libraries and educational institutions.

Wright, James FRINGE BENEFITS FOR ACADEMIC LIBRARY PERSONNEL. College Research Library, 31; (January 1970), 18-21. (EJ 015012)

ABSTRACT: Results of a survey on fringe benefits provided for professional and non-professional personnel by college and university libraries. Benefits are varied and somewhat limited.

The importance of the HETFIRE Commission's report is most significant within the subject divisions of this bibliography for it gives the basis for the concern and interest of the U. S. Office of Education in the improvement and renewal of education, especially in regard to education (HETFIRE: Higher Education Task Force on Improvement and Reform in American Education). The reform is ultimately dependent on significant changes which many of the authors in this bibliography advocate. The citation by Jerry Gaff (page 27) is equally as important since Gaff has been an innovator within the confines of faculty development and renewal programs. Even though the cluster college movement is a small phenomenon (yet, not new), it's broad base meets some of the problems facing undergraduate education--the impersonality of larger institutions of higher education, the irrelevance of some academic programs, and the financial squeeze. These problems are relevant to the study of faculty development and are integral to research within these areas.

EDUCATIONAL IMPROVEMENT

Denemark, George W. and others OBLIGATION FOR REFORM -- THE HETFIRE REPORT. American Association of Colleges for Teacher Education Yearbook, (1974), 43-54. (EJ 106670)

ABSTRACT: Excerpts from a panel discussion on the Higher Education Task Force on Improvement and Reform in American Education (Hetfire) and its report, "Obligation for Reform."

Gaff, Jerry G. CLUSTER COLLEGES AND THEIR PROBLEMS. Journal of General Education, 23; (April 1971), 21-8. (EJ 038551)

INSERVICE TEACHER EDUCATION, page 28-35:

Various methods of evaluation of special inservice programs are discussed, including behavioral objectives, diagnosis, learner observation, and questionnaires following inservice activity. There are many illustrations within this subject division of the emerging relationships between institutions of higher education and adults engaged in lifelong learning sequences. This lifelong learning experience is integral to faculty development programs insofar as they apply to various training sequences.

INSERVICE TEACHER EDUCATION

Adams, Dennis M. HELPING TEACHERS COPE WITH CHANGE. Education Canada, 14; (September 1974), 16-9. (EJ 103561)

ABSTRACT: New methods and innovations are bound to fail if the teacher's attitude is not taken into account. Here the author describes a program of in-service workships to help teachers shape a new outlook on learning and experimentation.

Agee, W. Hugh and Smith, William MODIFYING TEACHER'S ATTITUDES TOWARDS SPEAKERS OF DIVERGENT DIALECTS THROUGH INSERVICE TRAINING. Journal of Negro Education, 43; (Winter 1974), 82-90. (EJ 103424)

ABSTRACT: Discusses a pilot program of an inservice workshop in language and communication in Georgia; the program was designed to determine if material about language and communication could be presented economically to teachers and if the program affected the teachers' attitudes.

Arena, John E. HOW TO INDIVIDUALIZE INSERVICE TRAINING. Educational Technology, 14; (November 1974), 43-45. (EJ 109653)

Axelrod, Jerome A FEW RECOMMENDATIONS ON HOW TO CONDUCT INSERVICE READING INSTRUCTION FOR CONTENT AREA TEACHERS. English Journal, 64; (February 1975), 81-2. (EJ 115763)

Armitage, Peter THE WHITE PAPER -- A STEP INTO THE DARK? Higher Education Review, 5; (Spring 1973), 3-25. (EJ 082263)

ABSTRACT: The new policy for higher education is bound to bring about a deterioration in opportunity, but assessment is difficult because the paper itself is too vague argues the author.

Baker, G. E. and others IDENTIFICATION OF FACTORS RELATING TO THE EVAULATION OF VOCATIONAL TEACHER EDUCATION FACULTY BY STUDENTS. Journal of Industrial Teacher Education, 12; (Fall 1974), 17-26. (EJ 103767)

ABSTRACT: The findings of this study indicate that student evaluations of faculty have little validity in areas other than determining student-teacher relationships; vocational teacher students do not correlate either good organization or good teaching techniques with their overall evaluations.

Berlow, Lawrence H. and Collos, Alana L. PART-TIME EMPLOYMENT: WE TEACH, THEREFORE WE ARE. Ade Bulletin, 43; (November 1974), 9-11. (EJ 110696)

ABSTRACT: Argues that part-time teachers should receive the status and benefits granted full time college English teachers with similar competencies, qualifications, and experience.

Berry, Jack and Murray, Darrel BRINGING COMMUNITY COLLEGE TEACHERS UP-TO-DATE. Journal of Environmental Education, 5; (1974), 1-3. (EJ 106319)

ABSTRACT: Describes an inservice and summer institute for 23 Chicago area community college teachers. The institute lasted four weeks. Included in the program were field and laboratory studies at 15 urban locations and presentations from 20 experts at these locations.

Breslow, Doris G. and Dempsey, Vincent THE SCARSDALE TEACHERS INSTITUTE. Today's Educ., 59; (February 1970), 56-7. (EJ 016331)

Case, Robert L. ON MINIMIZING IN-SERVICE RETIREMENT. Journal of Health Physical Education Recreation, 44; (March 1973), 31,54. (EJ 083546)

ABSTRACT: This article is not about teacher retirement but about teacher stagnation due to boredom, lack of motivation, and lack of recognition. Some solutions are proposed, including workshops and continuing education.

Collea, Francis P. A MODEL FOR THE PRESERVICE TRAINING OF SCIENCE TEACHERS BASED ON THE INTENTIONS, PERCEPTIONS, AND VERBAL BEHAVIORS OF FIRST YEAR SCIENCE TEACHERS. Science Education, 58; (July-September 1974), 363-367. (EJ 107963)

ABSTRACT: Described is a model for preservice training of science teachers designed to help these individuals overcome some of the problems of "reality shock" encountered during the first year of teaching. The study provides an objective measure of the perceptual and behavioral changes that a first year science teacher undergoes and presents a discussion of other problems in the classroom that a new teacher faces.

Conover, Hobart H. and Wing, Ronald W. IN-SERVICE EDUCATION OPPORTUNITIES. Balance Sheet, 56; (October 1974), 64-6. (EJ 105329)

ABSTRACT: The cooperative efforts of the Bureau of Business Education on the New York State Education Dept. and key business educators of the state provided a successful inservice education design and program for secondary school business teachers.

Cooper, John E. A SURVEY OF PROTOCOL MATERIALS EVAULATION. Journal of Teacher Education, 26; (Spring 1975), 69-77. (EJ 115173)

ABSTRACT: This article summarized evidence of effectiveness of protocol materials in the improvement of teaching.

De Angelo, Rachael W. SUGGESTED GUIDELINES FOR PLANNING CONTINUING EDUCATION PROGRAMS FOR SCHOOL LIBRARY MEDIA PERSONNEL. School Media Quarterly, 3; (Fall 1974), 30-41. (EJ 106154)

Draba, Robert E. GUIDELINES FOR VIABLE INSERVICE EDUCATION. Journal of Reading, 18; (February 1975), 368-71. (EJ 112312)

ABSTRACT: Offers a set of twelve guidelines for inservice activities to improve instructions in reading.

Dunn, Rita Stafford PROCESS DYNAMICS FOR TEACHER INVOLVEMENT IN INSERVICE PROGRAMS. Audiovisual Instruction, 15; (May 1970), 92-4. (EJ 020969)

ABSTRACT: Suggestions for getting teachers truly involved in inservice training programs.

Edelfelt, Roy A. INSERVICE EDUCATION OF TEACHERS: PRIORITY FOR THE NEXT DECADE. Journal of Teacher Education, 25; (February 1974), 250-2. (EJ 104988)

Fast, Elizabeth T. IN-SERVICE STAFF DEVELOPMENT AS A LOGICAL PART OF PERFORMANCE EVALUATION. School Media Quarterly, 3; (February 1974), 35-41. (EJ 106155)

Granum, Richard A. TEACHER STUDY GROUPS: DO THEY MAKE A DIFFERENCE? Elementary School Guidance and Counseling, 9; (March 1975), 210-217. (EJ 114043)

ABSTRACT: The counselor may not be able to change student attending behavior directly but can improve teacher understanding and skill in meeting the needs of problem students through guidance-based staff development. This article describes an experience in providing an in-service teacher program.

Greenlaw, Wayne S. MEDIA INSTITUTES AND ECONOMICALLY DEPRIVED SCHOOL AND COLLEGES. Audiovisual Instr., 15; (June/July 1970), 75. (EJ 024196)

Hales, Carma M. CAN TEACHERS LEARN TO INDIVIDUALIZE INSTRUCTION? Educational Technology, 14; (November 1974), 21-23. (EJ 109643)

ABSTRACT: A discussion of how to provide teacher inservice training for individualized instruction.

Hall, Keith A. and others A TRIUMPH FOR CAI. Phi Delta Kappan, 56; (September 1974), 70-72. (EJ 104212)

ABSTRACT: A mobile computer-assisted laboratory is providing inservice education cheaply and effectively for special education teachers of rural Pennsylvania at the rate of 1,000 a year.

Hardner, Robert J. and Pratton, Don L. CURRICULUM REFORM THROUGH BEHAVIORAL OBJECTIVES. Junior College Journal, 41; (October 1970); 12-16. (EJ026731)

ABSTRACT: In order to implement behavioral (performance) objectives at Columbia Basin Community College, Washington, two professors from Washington State University were asked to conduct a comprehensive in-service training program during the fall of 1969. This article reviews the rationale behind the use of behavioral objectives, analyzes the program phases, and describes the short-term results.

Haven, Robert N. PROJECT LOCAL BRIDGING THE GAP. Topics in Instructional Computing, 1; (January 1975), 54-60. (EJ 114534)

ABSTRACT: Project Local, a not-for-profit regional consortium, offers a broad spectrum of in-service training courses tailored to meet the needs of educators in various disciplines and levels of experience, the purpose of

ABSTRACT: (con't) these offerings is to bridge the communication gap between innovative centers in computer-oriented education and staff members in Boston area schools.

Koumes, Gary REVITALIZING INSERVICE TRAINING FOR CHANGE. Educational Technology, 14; (December 1974), 33-34. (EJ 111349)

Ingersoll, Gary M. and Gliessman, Gary David ACTIVITIES OF THE NATIONAL CENTER FOR THE DEVELOPMENT OF TRAINING MATERIALS IN TEACHER EDUCATION. Journal of Teacher Education, 25; (Winter 1974), 350-2. (EJ 108257)

INSERVICE: BEHAVIOR MODIFICATION, MINICOURSES. Nation's Schools and Colleges, 1; (October 1974), 31. (EJ 105877)

ABSTRACT: Brief notes discuss current items of interest such as a behavior modification device for teacher and minicourses for elementary school teachers.

Johnson, Philip C. INDIVIDUALIZED TEACHING AND LEARNING. Science Teacher, 41; (September 1974), 20-22. (EJ 104801)

ABSTRACT: Considers the teaching method of individualizing instruction and offers some suggestions for implementing this method in classroom practice.

Kaufman, Stephen P. and Dwyer, Francis M. EFFECTIVENESS OF CARTOONS AND PHOTOGRAPHS IN IN-SERVICE TRAINING. California Journal of Education Research, 25; (September 1974), 197-204. (EJ 108282)

ABSTRACT: This experiment was designed to determine the relative effectiveness of different types of visual illustrations used to complement instruction presented in in-service training.

Knispel, Margaret WHAT CAN BE DONE? Theory into Practice, 13; (June 1974), 218-21. (EJ 106588)

ABSTRACT: This article suggests ways to improve the education of teacher educators.

Knox, Alan B. HIGHER EDUCATION AND LIFELONG LEARNING. Journal of Research and Development in Education, 7; (Summer 1974), 13-23. (EJ 101973)

ABSTRACT: The purpose of this chapter is to illustrate some of the emerging relationships between institutions of higher education and adults engaged in lifelong learning.

Meyer, John C. C.B.T.E. POTENTIAL INSERVICE HELP FOR TEACHERS. Teacher Educator, 10; (Winter 1975), 27-33. (EJ 115096)

ABSTRACT: When competency based teacher education programs involve student teaching, they may have as great an impact on changing practicing teachers' behavior as upon the student teacher.

Miller, Melvin D. EXTERNINGL ROUTE TO LOCAL LEADERSHIP. American Vocational Journal, 50; (April 1975), 34, 36-7. (EJ 115554)

ABSTRACT: Oregon and Arkansas are developing local leadership personnel through extern programs. Graduate coursework is combined with field experiences to meet state standards.

Olsen, Turee ERIC/RCS REVIEW: INSERVICE EDUCATION IN READING. Reading Teacher, 28; (February 1975), 522-23, 525, 527. (EJ 112328)

ABSTRACT: Describes several successful inservice teacher education programs in reading.

Olson, Allan L. CAN WE INDIVIDUALIZE INSERVICE EDUCATION OF TEACHERS? Educational Technology, 14; (November 1974), 41-42. (EJ 109652)

Orgren, James. DOES CURRICULUM ADOPTION CHANGE TEACHING BEHAVIOR? Science Teacher, 41; (September 1974), 28-30. (EJ 104802)

ABSTRACT: Reports an investigation designed to determine if curriculum adoption in earth science resulted in a change in teaching behavior.

Peelle, Carolyn A NEW DESIGN FOR HIGHER EDUCATION: THE UMASS CENTER FOR URBAN

EDUCATION. Phi Delta Kappan, 56; (February 1975), 399-402. (EJ 110924)

ABSTRACT: The center for urban education proposes that higher education become a change agent that works closely with local schools and communities. Emphasis is placed on curricula for diverse populations, inservice training, upward mobility, career training, and dialogues between diverse cultures and different races.

Phillips, E. T. J. MICRO-TEACHING: A TOOL OF IN-SERVICE TRAINING. English Language Teaching, 29; (January 1975), 120-129. (EJ 114267)

Saba, Robert G. HUMAN RELATIONS TRAINING IN SMALL-COLLEGE TEACHER EDUCATION PROGRAMS. Journal of the Student Personnel Association for Teacher Education, 13; (March 1975), 128-131. (EJ 117197)

ABSTRACT: This article attempts to apply recent research findings to a possible organizational model of human relations training in a small-college setting. The model is broken down into six training sequences: (1) affective experiences, (2) human relations, (3) practice in application, (4) preservice, and (5) inservice I and inservice II.

Smith, Lawrence H. THE CHANGING EDUCATIONAL MARKETPLACE, UCLA Educator, 17; (Fall 1974), 36-8. (EJ 111914)

ABSTRACT: Article addressed itself to the changing needs of education and how the teacher is able to adjust to these needs so that he can function in a capacity of his choosing.

Squire, James R. THE NEW RESPONSIBILITIES OF ENGLISH EDUCATION. English Education, 1; (February 1969), 5-17. (EJ 011992)

ABSTRACT: Maintains that English education must place more emphasis upon learning processes and the uses of knowledge.

Stillwell, Leonard L. INDIVIDUALIZED IN-SERVICE EDUCATION. Today's Educ., 58; (December 1969), 44-45. (EJ 011949)

Ward, Beatrice A. MINICOURSES AND THEIR APPLICATION TO TEACHER EDUCATION. Jour-

nal of Teacher Education, 25; (Winter 1974), 344-9. (EJ 108256)

Wehmeyer, Lillian M. EVALUATION OF IN-SERVICE EDUCATION: A SURVEY OF METHODS. California Journal of Teacher Education, 2; (October 1974), 102-10. (EJ 108318)

ABSTRACT: The following methods of evaluation of "inservice programs" are very briefly discussed: a) behavioral objectives, b) diagnosis, c) learner observation, and f) questionnaries following inservice activity.

PROFESSIONAL CONTINUING EDUCATION, page 36-44:

These citations stress the major importance of safegarding the morale and vitality of educators, especially in this time of retrenchment for most higher educational institutions. Also stressed is the need for cooperation between universities and colleges. Also, the need for librarians to participate in continuing education is emphasized very succinctly by Dr. Penland (page 41-42), by Bone and Hartz (page 36), and Josey (page 39). Various workshops and evaluation procedures are delinated with representative reviews of concepts and practices within basic stages of development.

PROFESSIONAL CONTINUING EDUCATION

Alper, Thelma G. ACHIEVEMENT MOTIVATION IN COLLEGE WOMEN: A-NOW-YOU-SEE-IT-NOW-YOU-DON'T-PHENOMENON. American Psychologist, 29; (March 1974), 194-203. (EJ 097197)

ABSTRACT: Examines the differences between females and males in academic motivation and concludes that previous attitudes toward achievement may be changing.

Arnold, Jean M. and Otte, Max Robert CONTINUING PROFESSIONAL EDUCATION, A JOINT PARTNERSHIP. Adult Leadership, 21; (February 1973), 250-1,267-8. (EJ 071194)

ABSTRACT: Discusses the need for cooperation between universities and community colleges.

Bailey, Stephen K. HUMAN RESOURCE DEVELOPMENT IN A WORLD OF DECREMENTAL BUDGETS. Planning for Higher Education, 3; (June 1974), 1-5. (EJ 099454)

ABSTRACT: Safeguarding the morale and vitality of educators is of major importance in this time of retrenchment for most higher educational institutions where cost effectiveness is a major concern.

Blanton, Lloyd H. PROFESSIONAL COMPETENCY THROUGH CONTINUING EDUCATION. Journal of the American Association of Teacher Educators in Agriculture, 13; (November 1972), 6-8. (EJ 069622)

Bone, Larry Earl, and Hartz, Frederic R. TAKING THE FULL RIDE. A LIBRARIAN'S ROUTES TO CONTINUING EDUCATION. Library Journal, 95; (October 1, 1970), 3244-3246. (EJ 027235)

ABSTRACT: The need for librarians to participate in professional continuing education is stressed.

Brown, David G. and Hanger, William S. PRAGMATICS OF FACULTY SELF-DEVELOPMENT.

Educational Record, 56; (Summer 1975), 201-6. (EJ 127969)

ABSTRACT: For academic leaders who must encourage and enable faculty self-development the authors list 47 activities designed to reinforce, motivate and enable self-development. For faculty members they list 95 activities, the strategy being to change environments, to risk new exposures, alter habitual patterns, and undertake new challenges.

Buchanan, Derek J. PROFESSIONAL ATTITUDES TO CONTINUING EDUCATION IN ENGLAND. Convergence, 3; (1970), 51-55. (EJ 032784)

Chamberlain, Jeanette THE CRISIS IN CONTINUING EDUCATION LEADERSHIP. Journal of Continuing Education in Nursing, 4; (March-April 1973), 9-13. (EJ 073986)

ABSTRACT: Author believes that universities are failing their responsibilities for filling the demand for leaders in continuing education programs. This failure results in part from institutions of higher learning that purport to provide leadership training but actually are inadequately staffed with faculty competent to teach leadership.

Cless, Elizabeth L. SOCIAL CHANGE AND PROFESSIONAL CONTINUING EDUCATORS. Adult Leadership, 20; (February 1972), 273-99. (EJ 054942)

ABSTRACT: Deals with the current search within the field of continuing education to find a new professional personnel who are capable of coping with the shifting educational patterns of the future.

Cohen, Audrey C. A COLLEGE FOR HUMAN SERVICES. Improving College and University Teaching, 20; (Winter 1972), 51-54. (EJ 057320)

ABSTRACT: College dedicated to the redefinition of professional education where in the future women will have a tremendous role.

Denne, Kenneth T. and others MASS COMMUNICATION MEDIA IN CONTINUING EDUCATION. Journal of Medical Education, 47; (September 1972), 712-16. (EJ 064511)

ABSTRACT: A communications program to keep physicians abreast of new developments in medical science.

Dykes, Archie R. TOMORROW'S UNIVERSITY AND THE ROLE OF CONTINUING EDUCATION IN IT. NUEA Spectator, 38; (March 1974), 3-6. (EJ 094097)

ABSTRACT: Speaking at a regional conference, Dykes contends that the emphasis in the university of tommorrow will derive from new approaches and priorities among the university's trifold function of teaching, research, and service. Continuing education will occupy a more central role in our society's total educational program.

Fish, J. E. CONTINUING EDUCATION IN THE MIDWEST REGION International Journal of Continuing Education and Training, 2; (Spring 1973), 357-61. (EJ 081750)

ABSTRACT: Discusses the ways to utilize existing continuing education resources for psychologist and ways to develop cooperative programs for resource development.

Francis, John Bruce. HOW DO WE GET THERE FROM HERE? PROGRAM DESIGN FOR FACULTY DEVELOPMENT Journal of Higher Education, 46; (November/December 1975), 719-32. (EJ 127981)

ABSTRACT: The author suggests that workshops, evaluation procedures, and institutional policies regarding instructional development should differ according to whether an institution's prevailing attitudes are oriented to consciousness-raising (stage 1) focal awareness (stage 2) or subsidiary awareness (stage 3) ans suggestions are made as to which programs fit the different developmental stages.

Grabowski, Stanley M. CONTINUING EDUCATION IN THE PROFESSIONS. Adult Leadership, 19; (May 1970), 34-35. (EJ 021216)

ABSTRACT: Of the many documents on professional and para-professional continuing education handled by the ERIC Clearinghouse on Adult Education, this article presents representative documents in the fields of general studies, public administration, medicine and health, education, laws, engineering and religion. Instructions for ordering are given.

Hannigan, Jane A. THE SHORT-TERM INSTITUTE: A VEHICLE FOR CONTINUING EDUCATION. School Media Quarterly, 1; (Spring 1973), 193-197. (EJ 076002)

Hoff, George R. CONTINUING EDUCATION, WESTERN STYLE: THE CALIFORNIA SYSTEM. International Journal of Continuing Education and Training, 3; (Winter-Spring

1974), 179-83. (EJ 100598)

ABSTRACT: The saga of continuing education for psychologists in California has been turbulent, almost revolutionary. That continuing education is a great idea appears to be the consensus, but there is widespread objection to statutory control. The author traces the history of, and identifies major issues raised by, legislatively mandated continuing education.

Houle, Cyril O. THE COMPARATIVE STUDY OF CONTINUING PROFESSIONAL EDUCATION. Convergence, 3; (1970), 3-12. (EJ 033124)

Johnson, Shelby L. UNIVERSITIES AND STAFF DEVELOPMENT: A SUCCESS STORY. Adult Leadership, 24; (October 1975), 73-5. (EJ 125437)

ABSTRACT: The article discusses the success of the Region Four Adult Basic Education Staff Development Project through various universities' role in the development of services to promote staff involvement in ABE programs.

Josey, E. J. and Blake, Fay M. EDUCATING THE ACADEMIC LIBRARIAN. Library Journal, 95; (January 15, 1970), 125-130. (EJ 015014)

ABSTRACT: Education for academic librarians must turn to subject specialization and preparation for meeting the faculty standards. Opportunities for continuing education must be provided.

Jung, Charles INSTRUCTIONAL SYSTEMS FOR PROFESSIONAL DEVELOPMENT. Theory into Practice, 11; (December 1972), 278-84. (EJ 070026)

ABSTRACT: The improving teaching competencies program at the Northwest Regional Educational Laboratory is developing twenty-four instructional systems for professional development of educators.

Knox, Alan B. CONTINUING EDUCATION FOR LIBRARY PRACTITIONERS. Illinois Libraries, 56; (June 1974), 432-7. (EJ 100595)

ABSTRACT: While the library profession shares several common elements in continuing education with other professional fields, it has its own distinctive characteristics as well. The article explores several aspects of continuing professional education as they relate to the library profession, keeping those similarities and differences in mind.

Lamb, Gene PROGRAMMED SELF-RENEWAL NASSP Bulletin, 56; (March 1972), 84-7. (EJ 052819)

ABSTRACT: The author addresses himself to the nature and context of the intense demand for renewal in educational administration.

Lauffer, Armand CONTINUING EDUCATION AS PROBLEM-FOCUSED EXTENSION. Journal of Education for Social Work, 8; (Fall 1972), 40-49. (EJ 067826)

Lynch, Lillian TOWARD APPROPRIATE CHANGE IN BEHAVIOR MEASURING KNOWLEDGE, ATTITUDE AND SKILLS IN CONTINUING EDUCATION. Journal of Continuing Education in Nursing, 3; (September-October 1972), 6-10. (EJ 069272)

ABSTRACT: As a result of the program described, the behavior of a significant number of nurses was changed in three areas.

Mack, E. INFORMATION STAFF TRAINING. Information Scientist, 6; (June 1972), 51-59. (EJ 067072)

ABSTRACT: The basic stages of training are discussed in detail, emphasis being given to the need for adequate checking of performance after instruction. The compilation and maintenance of procedure manuals for both professionals and clerical activities are regarded as essential.

Magner, Monica STAFF DEVELOPMENT AND CONTINUING EDUCATION PROGRAM AT MISERICORDIA HOSPITAL, BRONX, NEW YORK. Journal of Continuing Education in Nursing, 4; (March-April 1973), 39-40. (EJ 075241)

McGlothlin, William J. CONTINUING EDUCATION IN THE PROFESSIONS. Journal of Education for Librarianship, 13; (Summer 1972), 3-16. (EJ 068774)

ABSTRACT: The author presents to a group of librarians a capsule review of the concepts and practices of continuing education in other professions. (13 references)

Musella, Donald and Arikado, Marjorie OCLEA A COOPERATIVE VENTURE IN LEADERSHIP

DEVELOPMENT. Journal of Educational Administration, 13; (May 1975), 61-69. (EJ 125829)

ABSTRACT: The Ontario Council for Leadership in Educational Administration is a newly formed cooperative representing major educational organizations in Ontario. Its purpose is to improve leadership in Ontario and beyond through three programs: one dealing with professional development activities, one with information services, and one with research and development.

Neil, Thomas C. and Hecker, Benson. INSERVICE TRAINING IN THE UNIVERSITY. Personnel and Guidance Journal, 53; (October 1974), 150-152. (EJ 107193)

ABSTRACT: Describes a work-study program wherein counselors already working with correctional institutions are encouraged to participate in a two-year Master's degree program in Rehabilitation Counseling in an attempt to upgrade the counseling personnel in institutions.

Pearlman, Samuel MANDATED CONTINUING EDUCATION: WEATHERVANE FOR THE LIFETIME OF THE PROFESSIONAL? International Journal of Continuing Education and Training, 3; (Winter/Spring 1974), 185-91. (EJ 100599)

ABSTRACT: Professionals' support for the concept of continuing education is contaminated by a strong oppostion to any legislative mandate. Predicting that the relicensure pattern and a continuing education requirement will soon become fixtures of all professional statues, the author recommends a task force to develop standards, programs, and evaluation systems.

Penland, Patrick R. BEYOND THE FORMALITIES. School Media Quarterly, 1; (Spring 1973), 182-190. (EJ 076000)

ABSTRACT: A model of continuing education for librarians is presented and described.

Penland, Patrick R. CONTINUING EDUCATION FOR MEDIA, LIBRARY AND INFORMATION SPECIALISTS. International Journal of Continuing Education and Training, 3; (Summer 1973), 55-70. (EJ 098918)

ABSTRACT: Internship and inservice training, traditional continuing education approaches for media, library, and information specialists, are being supplemented by simulation of community contexts within which principles of lifelong learning can be applied. One such simulation is briefly described.

Penland, Patrick R. CONTINUING EDUCATION IN A PROBLEM SOLVING MODEL. Special Libraries, 66; (February 1975), 55-60. (EJ 111289)

ABSTRACT: A simulation model for use in library professional continuing education is described.

Peterson, Margaret S. COUNSELING PROGRAMS FOR PROFESSIONALS. Adult Leadership, 21; (December 1972), 193-5. (EJ 069356)

ABSTRACT: A university extension program in Wisconsin involved traveling faculty who function as counselors to those interested in resuming or changing careers.

PROFESSIONAL DEVELOPMENT PROG AM -- YOUR REACTIONS. Training and Development Journal, 28; (July 1974), 3-5, 8. (EJ 100634)

ABSTRACT: Presented are readers' responses to Thomas P. Hatcher's article "Professional Development Opportunities for Trainers" which appeared in the January issue of the Training and Development Journal. Hatcher proposed a three-phase professional development program.

Robines, Arthur J. INTEGRATION OF CONTINUING EDUCATION WITH INNOVATIVE EDUCATIONAL AND PRACTICE SYSTEMS. International Journal of Continuing Education and Training, 3; (Winter-Spring 1974), 3-4, 165-71. (EJ 100596)

ABSTRACT: Unless the profession (of psychology) attends to standards for continuing education, structure and program, any move to force practitioners into undertaking continuing education activities may push them into collecting credits for attending insignificant and irrelevant programs that have no impact upon practice.

Ross, A. M. and others CONTINUING EDUCATION. Higher Education, 2; (May 1973), 175-201. (EJ 077592)

ABSTRACT: Contains 12 summaries of papers presented at the second international conference on higher education at the University of Lancaster, England, September 1972, concerning continuing education.

Smith, Constance THE RADCLIFFE INSTITUTE. Improving College and University Teach-

ing, 20; (Winter 1972), 42-43. (EJ 057318)

ABSTRACT: Institute offers flexible opportunities to women for study and development in scholarship, the creative arts, and the professions.

Smeed, Joseph T. CONTINUING EDUCATION IN THE PROFESSIONS. Journal of Higher Education, 48; (March 1972), 223-38. (EJ 057307)

ABSTRACT: What is lacking in colleges and universities is the desire on the part of many academic people to contribute their services to continuing education as well as the funds that would provide the compensation necessary to overcome this reluctance.

Stone, Elizabeth W. CONTINUING EDUCATION IN LIBRARIANSHIP: IDEAS FOR ACTION. American Libr., 1; (June 1970), 543-551. (EJ 023238)

ABSTRACT: In the opinion of the librarians sampled, continuing education is a nationwide problem for which a cooperative nationwide plan based on the best thinking and planning of a national assembly of all relevant groups is the best solution.

Stone, Elizabeth W. QUEST FOR EXPERTISE: A LIBRARIAN'S RESPONSIBILITY. College and Research Libraries, 32; (November 1971), 432-441. (EJ 046398)

ABSTRACT: The purpose of this article is to focus attention squarely on ourselves as librarians to see what gaps exist between perceived importance and actual involvement in the area of the academic librarian's professional development and to develop action planning on the basis of the data.

Stone, Elizabeth W. THE ROLE OF AALS IN LIFETIME LEARNING FOR LIBRARIANS. Journal of Education for Librarianship, 12; (Spring 1972), 254-266. (EJ 059397)

ABSTRACT: This article is a comment on the reaction to the report of the study committee on the "Role of the AALS in Continuing Library Education" as voiced at the AALS Annual Meeting in January 1972. (14 references)

Strother, George B. and Swinford, David N. RECERTIFICATION AND RELICENSURE -- IMPLICATIONS FOR THE UNIVERSITY. NUEA Spectator, 38; (March 1975). 5-9. (EJ 113807)

ABSTRACT: The study surveyed the extent of the movement to require continuing

ABSTRACT: (con't) education in 14 professions: accountancy, architecture, dentistry, dietetics, engineering, law, medicine, nursing, optometry, oseteopathy, pharmacy, physical therapy, real estate, social work, and veterinary medicine. The report provides some general conclusions and a summary of the 14 surveys.

Tobin, Helen M. STAFF DEVELOPMENT: A VITAL COMPONENT OF CONTINUING EDUCATION. Journal of Continuing Education in Nursing, 7; (January/February 1976), 33-9. (EJ 134066)

ABSTRACT: The article discusses: the role of staff development within the broad concept of continuing education, continuing education based on different types of preparatory education, need for improved learning opportunities for staff development educators, and major goals for the staff development educator.

Twomey, Sister Margaret ONE SCHOOL SYSTEM'S APPROACH TO PROFESSIONAL AND PROGRAM DEVELOPMENT, 1973/74. Orbit, 4; (October 1974), 3-4. (EJ 106611)

Van Wyk, Jan Eileen. A MODEL FOR CONTINUING EDUCATION: A FIVE YEAR PLAN. Special Libraries, 67; (March 1976), 145-52. (EJ 132942)

ABSTRACT: A five year plan for continuing education for members of the science-technology division of the Special Libraries Association is considered.

Weber, David C. THE DYNAMICS OF THE LIBRARY ENVIRONMENT FOR PROFESSIONAL STAFF GROWTH. College and Research Libraries, 35; (July 1974), 259-67. (EJ 102872)

ABSTRACT: The career development of librarians requires working conditions to foster this growth. Employee needs for development are summarized and a possible variety of developmental activities are reviewed. Problems in providing or encouraging growth opportunities are discussed. An outline is then provided for desirable general institutional goals and attitudes.

PROGRAM DEVELOPMENT, page 45-54:

Many examples of actual programs are included within this division; for example: the protocal project at the University of Colorado (Woodley, page 54). Some of the authors stress the programs that encourage faculty to become facilitators of life-long learning sequences. Also included is the information relative to institutional research and the problem of establishing priorities for this process. The various program needs for the experienced learner (especially the adult) are also explored and detailed.

PROGRAM DEVELOPMENT

Adelson, Marvin ON CHANGING HIGHER EDUCATION FROM WITHIN. American Behavioral Scientist, 18; (November-December 1974), 232-249. (EJ 110064)

ABSTRACT: This paper suggests to those who have the genuine desire to effect change in higher education some ways of thinking and acting that they may find useful and urges further dialogue about strategy and approach to needed innovation generally.

Agoston, G. and Nagy, J. REORIENTATION OF TEACHER EDUCATION IN THE FRAMEWORK OF LIFELONG EDUCATION. International Review of Education, 20; (1974), 486-96. (EJ 115259)

ABSTRACT: Article outlined some fundamental requirements that must be fulfilled by programmes of teacher education so that teachers can become facilitators of lifelong learning and reported on an experimental project that will test some of the hypotheses generated in this connection.

Allen, Edmund E. PARAPROFESSIONALS IN A LARGE-SCALE UNIVERSITY PROGRAM. Personnel and Guidance Journal, 53; (December 1974), 276-280. (EJ 108861)

ABSTRACT: With budgets limiting counseling staffs and an increased need to retain students, a more effective method of providing services is needed. The objective is to bring paraprofessionals to the point where they can recruit, screen, select, evaluate, promote, train, supervise and administer their own programs.

Bagenstos, Naida Tushnet THE TEACHER AS AN INQUIRER. Educational Forum, 39; (January 1975), 231-37. (EJ 111841)

ABSTRACT: This article defended the position that schools represented bureaucratic organizations and described within them the teacher's role, defined the term inquiry, spelled out the implications and limitations which the bureaucracy placed on teacher-inquirers and dealt with a rationale for inquiry within these limits.

Berdie, Ralph F. INTERESTS, OCCUPATIONS, AND PERSONALITY. Intellect, 103; (February 1975), 300-02. (EJ 111994)

ABSTRACT: What a person likes or dislikes not only suggests what he or she will do, but also what kind of person he or she is.

Black, Arlene THE PARENT CONSTITUENCY. California Journal of Teacher Education, 2; (October 1974), 39-46. (EJ 115122)

ABSTRACT: This article discusses methods and benefits of soliciting parental advice with regard to the development of teacher education programs.

Bruce, Ted A. and others ACCOUNTABILITY: A TOTAL COMMITMENT. Journal of Employment Counseling, 12; (March 1975), 41-48. (EJ 114021)

ABSTRACT: This article describes the program concepts and procedures implemented in one state employment service agency to establish an accountable counseling program. These procedures include the development of a competency-based training and supervision system. The competency model is described and its goals are specified.

Bullough, Robert V. AN APPROACH TO COMPETENCY BASED PROGRAM DEVELOPMENT. Educational Technology, 15; (February 1975), 38-41. (EJ 114566)

Burns, Richard W. INTERACTION: PLACE YOUR EFFORTS WHERE THE ACTION IS. Educational Technology, 14; (November 1974), 19-21. (EJ 109642)

ABSTRACT: How administrators can provide for individualized instruction.

Burrows, L. J. EDUCATIONAL INNOVATION AND CHANGE: ORIGINS AND PROBLEMS. Trends in Education, 34; (July 1974), 7-13. (EJ 105226)

ABSTRACT: Article provided a glimpse at the origins and processes of educational innovation and change.

Carlyon, Don, and Wolf, Martin DELTA COLLEGE. Junior College Journal, 40; (December 1969 - January 1970), 22-23. (EJ 012299)

ABSTRACT: During the 1966 summer semester, faculty members at Delta researched innovative educational practices in nine states. Some of the resulting new developments at Delta are described, including team teaching and autotutorials.

Carnie, J.M. and Preston, M. A NEW APPROACH TO TEACHER EDUCATION. Trends in Education, 1; (February 1975), 44-8. (EJ 115400)

ABSTRACT: How can we develop in student teachers the skills, abilities and values they will need as soon as they take up their first appointment?

Connelly, Tom. Jr. THE TRANSLATION OF TEACHING MODELS INTO METHODOLOGY. Journal of Allied Health, 4; (Winter 1975), 46-9. (EJ 112119)

ABSTRACT: A field program entitled Kentucky January was organized for the University of Kentucky Allied Health Care students so they could see a real world demonstration of teaching models in action. This interdisciplinary approach involved teaching strategies other than traditional classroom study.

Cruickshank, Donald R. THE PROTOCOL MATERIALS MOVEMENT: AN EXEMPLAR OF EFFORTS TO WED THEORY AND PRACTICE IN TEACHER EDUCATION. Journal of Teacher Education, 25; (Winter 1974), 300-11. (EJ 108250)

ABSTRACT: The author defines protocol materials, discusses their development, then examines how the initiation of U.S. Office of Education (USOE) support modified the original definition. (The USOE master coordinate system is included as an appendix.)

Curtis, Paul, and Smith, Roger A CHILD'S EXPLORATION OF SPACE. School Review, 82; (August 1974), 671-79. (EJ 105208)

ABSTRACT: Authors reported on their own professional development as teacher/designers and discussed the process of translating educational ideas into physical form. (and importantly, their work with the teachers who will use the spaces they have designed.)

Enstam, Elizabeth York THE INQUIRY PROGRAM: A MEDIA-BASED INTERDISCIPLINARY EXPERIENCE. Educational Technology, 14; (October 1974), 44-47. (EJ 109698)

ABSTRACT: A description of a media-based interdisciplinary course at Dallas Baptist College.

Forness, Steven R. IMPLICATIONS OF RECENT TRENDS IN EDUCATIONAL LABELING. Jour-

nal of Learning Disabilities, 7; (August/September 1974), 445-49. (EJ 105924)

ABSTRACT: The implications of noncategorical approaches toward exceptional children are explored as they relate to learning disabled children.

Franks, David D. and others INTRINSIC MOTIVATION AND FEELINGS OF COMPETENCY AMONG STUDENTS. Journal of Research and Development in Education, 8; (Fall 1974), 20-9. (EJ 103501)

ABSTRACT: An argument has been developed suggesting that a research model appropriate to open education evaluation could be systematically developed out of the writings of Jean Piaget, Jerome Brunner, Robert White, and M. Brewster Smith.

Gelber, Mark INITIATING AND IMPLEMENTING A NONTRADITIONAL PROGRAM. New Directions for Institutional Research, 1; (Winter 1974), 29-52. (EJ 112777)

ABSTRACT: Presents the steps necessary for successful innovation, with emphasis on financing, selling the change to faculty, and evaluating the results.

Gordon, Morton THE ORGANIZATION OF CONTINUING EDUCATION IN UNIVERSITIES AND COLLEGES. NUEA Spectator, 38; (September 1974), 20-7. (EJ 103716)

ABSTRACT: Reviewing the status and ideology of continuing education, patterns of administration and program development, faculty attitudes and behavior, and financing problems it is concluded that imaginative, low cost programs, integration with the faculty, meeting student needs, and improved relations with the community are needed to promote continuing education programs.

Haberman, Martin THE EXTERNAL DEGREE: AN EXAMINATION OF MOTIVES. Journal of Thought, 10; (January 1975), 4-8. (EJ 111887)

ABSTRACT: Article examined the reasons for students, administrators, and faculty to be interested in external degrees.

Hartsock, Linda S. ORGANIZATIONAL DEVELOPMENT IN HIGHER EDUCATION. NASPA Journal, 11; (Spring 1974), 35-40. (EJ 103943)

ABSTRACT: Explores several schools of organizational thought and their contribution to a new approach called organizational development. Three attempts

ABSTRACT: (con't) to operationalize the concepts of organizational development are discussed in terms of their assets and liabilities. The three approaches are: Self Study Model, External Consultant Model, Organizational Dynamics Team approach.

Hinds, Alan P. SEPARATING THE SIRLOIN FROM THE SALAMI. Training and Development Journal, 29; (March 1975), 42-4. (EJ 113779)

ABSTRACT: The article presents 10 basic principles of adult education aimed at creating more effective management training programs, clear and complete course and behavior objectives are also cited as necessary ingredients.

Infantine, T. Stuart IMPROVING THE TEACHING LEARNING PROCESS AT WESTBROOK. Community and Junior College Journal, 45; (November 1974), 18-9. (EJ 107701)

ABSTRACT: Westbrook College, a residential college specializing in undergraduate education at the two year level came to grips with change through the teaching-learning process.

AN INTERVIEW WITH DON DAVIES. Audiovisual Instruction, 18; (January 1973), 11-15. (EJ 071235)

ABSTRACT: The deputy commissioner for development of the National Center for Educational Technology provides an overview of the volume and complexity of problems he faces in trying to manage the Office of Education's Renewal Effort.

Karman, Thomas A. STUDENT EXPECTATIONS OF COLLEGE: SOME IMPLICATIONS FOR STUDENT PERSONNEL ADMINISTRATORS. NASPA Journal, 11; (Spring 1974), 52-59. (EJ 103946)

ABSTRACT: Reports on student expectations of an undergraduate college education. Indicates that the students were concerned primarily with: 1) developing personally; 2) with increasing decision-making skills and broadening experience; and 3) with exploring disciplines and their relationships to contemporary life. Recommends several ways for student personnel workers to help provide these experiences for students.

Lee, Glenda E. INSTITUTIONAL RESEARCH AND INNOVATIVE PROGRAMS. NASPA Journal, 11; (Spring 1974), 18-21. (EJ 103940)

ABSTRACT: Discusses the emergence of institutional research during the last decade and the need for an image for "potentiality of change" in higher education, specifies steps in beginning and improving institutional research, and points to the crucial problem of developing priorities. The necessity of substaining institutional support for projects is also discussed.

Lester, Richard I. PROGRAM SYSTEM DEVELOPMENT. NUEA Spectator, 38; (September 1974), 31-4. (EJ 103717)

ABSTRACT: The application of the program system development approach to the development of educational programs consists of five logically interrelated steps: (1) analyze program requirements, (2) determine educational needs, (3) develop objectives and tests, (4) plan, develop and validate instruction, and (5) conduct and evaluate instruction.

Lindsay, Carl and others. PROFESSIONAL OBSOLESCENCE: IMPLICATIONS FOR CONTINUING PROFESSIONAL EDUCATION. Adult Education, 25; (Fall 1974), 3-22. (EJ 105505)

ABSTRACT: The paper describes and illustrates the utility of the content-based group-assessment model for developing programs of continuing professional education. A recent study of physical educators is used to demonstrate the potential utility of the model in developing curricular programs.

Mahoney, Margaret THE SUBTLETIES IN REACHING OUT: THE COLLEGES, THE COMMUNITIES AND THE ARTS. Arts in Society, 11; (Summer-Fall 1974), 198-211. (EJ 106883)

ABSTRACT: Discussed the role of colleges in guiding students to a clearer understanding of their needs and in setting up program objectives.

Martin, Travis PROFESSIONAL IMPROVEMENT WHILE ON THE JOB. American Vocational Journal, 50, (April 1975), 30-2. (EJ-115553)

ABSTRACT: Hawkeye Institute of Technology, Waterloo, Iowa, has developed a professional improvement program that provides instructors with sufficient time to upgrade their skills and knowledge while they continue to teach in their fields.

McCleary, Lloyd E. DESIGN AND IMPLEMENTATION OF INDIVIDUALIZED INSTRUCTIONAL PROGRAMS. Educational Technology, 14; (November 1974), 11-13. (EJ 109639)

Moir, Carmen F. PROFESSIONAL DEVELOPMENT AND INNER CITY PROBLEMS. Education Canada, 14; (December 1974), 20-1. (EJ 115308)

ABSTRACT: Developed solutions for the education of various minority groups in inner city settings.

North, R. S. FIVE POINTS TO INJECT "INDIVIDUALIZATION" INTO LEARNING PROGRAMS. Educational Technology, 14; (November 1974), 13-14. (EJ 109640)

ABSTRACT: Five areas are suggested for individualized instruction.

Orlosky, Donald E. THE PROTOCOL MATERIALS PROGRAM. Journal of Teacher Education, 25; (Winter 1974), 291-7. (EJ 108249)

Perry, Pauline INNOVATION IN FURTHER EDUCATION. Trends in Education, 34; (July 1974), 32-5. (EJ 105231)

ABSTRACT: Author discussed further education as a focus for experiment and innovation and stressed that true implementation of new ideas cannot be taken for granted.

Propost, Robert HUMAN NEEDS AND WORKING PLACES. School Review, 82; (August 1974), 608-16. (EJ 105203)

ABSTRACT: Author noted that the environments of many large-scale organizations ignore the individual. He discussed a number of dimensions of the individual's environmental experience, such as whether one is permitted to "possess" one's work space or adjust it to fit his needs.

Quilitch, H. Robert, and others TEACHING PERSONNEL TO IMPLEMENT BEHAVIORAL PROGRAMS. Educational Technology, 15; (January 1975), 27-31. (EJ 112942)

ABSTRACT: Author discussed how to bridge the gap between technology and application by actually giving them experience in applying effective techniques.

Roberts, Higdon C., Jr. PROBLEMS IN "PROGRAM DEVELOPMENT" AND IMPLEMENTATION IN LABOR EDUCATION. Adult Leadership, 23; (January 1975), 197-8. (EJ 110451)

ABSTRACT: Since University-related labor education is expanding, university administrators should become familiar with the administrative problems of programming that are relevant to both personnel selection and budgeting. The author describes several of these problems, from the ad hoc nature of "crisis" education to student heterogeneity.

Seaman, Don F. and Schroeder, Wayne L. THE RELATIONSHIP BETWEEN EXTENT OF EDUCATIVE BEHAVIOR BY ADULTS AND THEIR ATTITUDES TOWARD CONTINUING EDUCATION. Adult Education, 20; (Winter 1970), 99-105. (EJ 018121)

Shami, Mohammed A. A. DIMENSIONS OF ACCOUNTABILITY. NASSP Bulletin, 58; (September 1974), 1-12. (EJ 101986)

ABSTRACT: Accountability is both highly complex and highly sensitive, say these writers, who feel that it is not yet technically feasible, other than in a piecemeal sense. A list of the stages through which a total accountability system must develop are presented here.

Silva, Dolores SELF-ORGANIZATION: IMPLICATIONS FOR EDUCATION. American Journal of Occupational Therapy, 28; (November-December 1974), 602-5. (EJ 115141)

ABSTRACT: This article reviews self-organizing systems, the generation of criteria and constraints in program development, and the creation of learning laboratories in educational environments.

Smith, James L. GROUP COHESION: KEY TO PROGRAM PLANNING. Journal of Extension, 13; (Fall 1974), 25-32. (EJ 102246)

ABSTRACT: This author details the possible reasons people participate in groups and the importance that group cohesion has for active participation. He details methods for extension professionals to use in helping a group achieve its goals.

Stashower, Gloria BEYOND SCHOOL INTEGRATION. American Education, 11; (April 1975), 28-33. (EJ 115287)

ABSTRACT: With racial balance revealed as just the tip of the desegregation iceberg, White Plains launched a broad program in human relations.

Stearns, Norman and others IMPACT OF PROGRAM DEVELOPMENT CONSULTATION ON CONTINUING MEDICAL EDUCATION IN HOSPITALS. Journal of Medical Education, 49; (December 1974), 1858-1165. (EJ 107520)

Thomas, Edward G. DEVELOPING OFFICE SIMULATIONS. Journal of Business Education, 50; (April 1975), 274-6. (EJ 115531)

ABSTRACT: Teaching techniques, simulation, college curriculum, office practice, educational programs, business education, "program development," higher education, law instruction, business skills. (Cleveland State University)

Thomas, John E. CONTINUING EDUCATION--PEOPLE AND PROGRAMS. Nuea Spectator; 38; (March 1975), 31-4. (EJ 113812)

ABSTRACT: Program development is dependent upon people development. To make continuing education work, off-campus programs must be palatable to a diverse group of people upon whom the program is totally dependent for teaching resources.

Thorstad, Harvey L. PSYCHOLOGICAL DECISION SPACE IN PROGRAM PLANNING. Educational Technology, 15; (January 1975), 58-59. (EJ 112951)

ABSTRACT: A discussion of the role of individual decision space in program planning.

Tonn, Joan C. PLANNING IN A CHANGING ENVIRONMENT. Planning for Higher Education, 3; (October 1974), 13-16. (EJ 107307)

ABSTRACT: Given the limited resources available for planning, at times the choice must be made whether to concentrate analytical studies on internal functioning or on the external environment. Describes how the planning focus of the University of Massachusetts (Boston) responded to external conditions.

Valentine, John A. THE LIBERAL ARTS COLLEGE AND THE EXPERIENCED LEARNER. Adult Leadership, 23; (February 1975), 235-6, 238-42. (EJ 110585)

ABSTRACT: Reflecting upon three conferences questioning the role of the private liberal arts college in educating the adult student, the author previews the development of higher education, obstacles to be overcome, and the program needs of the experienced learner.

Wallerstein, Jane HOW DOES IT WORK? NJEA Review, 48; (November 1974), 28-9. (EJ 105270)

ABSTRACT: Article focused on how industrial resources can help students gain new insight into industry and faculty members learn and grow professionally.

Willis, Martee "NAIL POWER". American Education, 11; (April 1975), 34-8. (EJ 115288)

ABSTRACT: Tallahassee's new adventure in learning project seeks to show how positive thinking can generate important advances in the classroom.

Woodley, Celeste P. and Driscoll, Laura A. THE UNIVERSITY OF COLORADO PROTOCAL PROJECT: A CASE STUDY. Journal of Teacher Education, 25; (Winter 1974), 314-22. (EJ 108252)

Yep, Jacquelin THE CHALLENGE--THE SPECIALIST'S PART IN PROGRAM PLANNING. Journal of Extension, 13; (Fall 1974), 32-41. (EJ 102247)

ABSTRACT: This author-specialist tries to identify a model for use by all specialists in developing state-level programs. This article details the dilemmas found in program development in adult education, a diagram of the program development model is included.

Zion, Carol and Sutton, Connie INTEGRATED INSERVICE DEVELOPMENT. New Directions for Community Colleges, 1; (Spring 1973), 41-51. (EJ 080884)

ABSTRACT: Discusses the role of the office of staff and organization development of Miami-Dada Junior College-North in coordinating the profession growth of their staff.

STAFF DEVELOPMENT, page 55-58:

Much of the information within this category reaffirms the position of the integral importance attached to the quality of the staff itself. It should be a potent and creative staff and most of the authors stress development plans in order to maintain their professional vitality. Many of these articles in turn provide guidelines in order to solidify this vitality. Most important self-involvement within the improvement process is stressed. The efficiency and effectiveness of all programs has been encouraged within many of the suggested guidelines.

STAFF DEVELOPMENT

Bailey, Patrick INDUCTION YEAR OF STAFF DEVELOPMENT? Educational Administration, 4; (Autumn 1975), 11-16. (EJ 129337)

ABSTRACT: The changes taking place in education require of teachers an unprecedented professional reorientation and growth. Much of this can be done effectively only by a collective effort within the school. Staff development, including the induction of probationary teachers, is the organizing of a systematic response to these many changes.

Blake, Larry J. A CATALYST FOR STAFF DEVELOPMENT. Community and Junior College Journal, 43; (October 1972), 12-13. (EJ 064206)

ABSTRACT: The National Advisory Council's report (people for the people's college) will hopefully stimulate organizations, groups and individuals to formulate, design and implement staff development plans.

Drummond, William H. THE MEANING AND APPLICATION OF PERFORMANCE CRITERIA IN STAFF DEVELOPMENT. Phi Delta Kappan, 52; (September 1970), 32-35. (EJ 028069)

ABSTRACT: Systems technology applied humanely to teacher education and staff development should help the individual practitioner become more self-directive, competent and professional. This thesis suggests some important institutional and individual changes for teacher education programs.

Hammons, James O. and Wallace, Terry PLANNING FOR STAFF DEVELOPMENT. Community College Frontiers, 3; (Fall 1974), 38-43. (EJ 106253)

ABSTRACT: This article was written to raise some questions and issues which should be considered prior to initiating a program for staff development.

Hunter, Jairy C. ANOTHER APPROACH TO STAFF DEVELOPMENT. EMPLOYEES CAN BE STUDENTS, TOO WITH INSERVICE TRAINING. College and University Press, 56; (February 1974), 35. (EJ 091410)

ABSTRACT: Staff members at Appalachian State University are going to school in a new self-improvement course leading to a higher degree.

Jensen, Susanne M. and Dawson, Susan H. BECOMING EMOTIONALLY AND EXPERIENTIALLY AVAILABLE: A STAFF DEVELOPMENT GROUP IN A MULTIDISCIPLINARY UNIVERSITY. Journal of the American College Health Association, 23; (December 1974), 102-5. (EJ 111662)

ABSTRACT: This article describes the process of a weekly group composed of senior and junior staff in a multidisciplinary university clinic whose purpose was to further the climate of therapeutic community by working through intrastaff conflicts and to dilute the dependency and accompanying hostility of the professional trainees assigned to the clinic.

Keppel, Francis A FLOW OF INFORMATION. Instructional Development, 1; (October 1969), 1. (EJ 028716)

Lyon, Don, and Lyon, Berthamay. HUMAN RELATIONS EDUCATION--WHO NEEDS IT? American Secondary Education, 1; (June 1971), 15-17. (EJ 041674)

ABSTRACT: Maintains that everyone involved in a specific school can benefit from more effective communication; presents a technique of approaching human relations education.

McCaig, Robert STAFF DEVELOPMENT FOR UNIVERSITY AND COLLEGE ADMINISTRATORS IN AUSTRALIA. Journal of Educational Administration, 13; (October 1975), 13-22. (EJ 134511)

Melzer, Arden E. and Haug, Marie STAFF DEVELOPMENT AND DIFFERENTIAL RECRUITMENT. Social Work, 19; (July 1974), 467-476. (EJ 102348)

ABSTRACT: Findings indicate that an in-service educational program can help an agency achieve two ends: determine the types of persons to hire and plan future training. This analysis of a program for juvenile court personnel points out how this might be done.

O'Banion, Terry PATTERNS OF STAFF DEVELOPMENT. New Directions for Community Colleges, 1; (Spring 1973), 9-29. (EJ 080883)

ABSTRACT: The basic theme of this article is that the quality of education in the community college depends primarily on the quality of the staff.

O'Banion, Terry STAFF DEVELOPMENT: PRIORITIES FOR THE SEVENTIES. Community and Junior College Journal, 43; (October 1972), 10-11. (EJ 064205)

ABSTRACT: This is a summary of the report issued by the President's National Advisory Council on Education Professions Development which states that the most potent and creative staff available will be required to meet the demands placed on the community college by society.

Ray, Elizabeth FROM STAFF DEVELOPMENT TO PROFESSIONAL DEVELOPMENT. American Vocational Journal, 50; (April 1975), 26-7. (EJ 115551)

ABSTRACT: Vocational education is going to get on with its "Process of Becoming" when people who staff the programs start behaving as professionals.

Schultz, Raymond E. LOW TURNOVER CREATES STAFF DEVELOPMENT PROBLEMS. Community College Review, 1; (April 1973), 22-8. (EJ 079208)

ABSTRACT: Because there are few opportunities for Community College teachers to move to other institutions as a result of stabilized enrollments, efforts must be made to maintain their professional vitality. Article provides guidelines for effective staff development and suggestions for implementing staff development activities.

Stivala, Saverio R. MORALE BUREAUCRACY: HORNS OF THE PROFESSIONAL DEVELOPMENT DILEMMA. American Vocational Journal, 50; (April 1975), 28-9. (EJ 115552)

ABSTRACT: Teachers' professional improvement programs must be individualized according to the teacher's self-assessment of the problem and provide for self-involvement in the improvement process.

Treffman, Stephen A. AN APPROACH TO ORGANIZATION DEVELOPMENT AND STAFF TRAINING IN MULTI-AGENCY ADULT BASIC EDUCATION PROGRAMS. Literacy Discussion, 4; (September 1973), 207-35. (EJ 084029)

ABSTRACT: Basically a report on an inservice program designed to increase the efficiency and effectiveness of the adult basic education program in Chicago. The report also details the problem of over-lapping jurisdiction of social agencies and the results of inservice meetings. Following the article is a nine-page explanation of a revised inservice training program improvement model for Adult Basic Education Multi-Agency Systems.

Unruh, Glenys STAFF DEVELOPMENT IN UNIVERSITY CITY. Theory into Practice, 11; (October 1972), 239-40. (EJ 067719)

ABSTRACT: This district in suburban St. Louis, is moving from a spotty and optional staff development effort to a well-defined one based on concepts adapted from systems theory.

Wallace, Warren G. COUNSELOR COLLABORATION IN "STAFF IMPROVEMENT." American Vocational Journal, 50; (April 1975), 38-9. (EJ 115555)

ABSTRACT: The article describes a model for bringing decision making into the vocational education classroom.

Webster, William J. and Mendro, Robert L. THE EFFECTS OF A VIDEOTAPE FEEDBACK SYSTEM ON CLASSROOM TEACHER BEHAVIOR. Journal of School Psychology, 12; (Fall 1974), 189-198. (EJ 105599)

ABSTRACT: Teachers in eight matched schools, four experimental and four control, were videotaped to examine the effects of a staff development program utilizing knowledge of objectives and immediate videotape feedback to modify the behavior of classroom teachers. Concomitants of teacher success in the program were also investigated.

Wilson, Richard E. STAFF DEVELOPMENT: AN URGENT PRIORITY. Community and Junior College Journal, 43; (June-July 1973), 68-9. (EJ 080980)

ABSTRACT: In-service education and organizational development are a must in solving the widespread dilemma of inadequate staff preparation.

These examples describe and illustrate innovative approaches and they point out the objectives inherent in the effects of research on teaching. All the models promote the impact of continuing education, leadership, and communication. Many of these models can indeed serve as a conceptual frame for educational planning.

MODELS

Achilles, Charles M. and Hughes, Larry W. THE PAIRED ADMINISTRATOR TEAM CONCEPT: A PROMISING ADMINISTRATOR TRAINING MODEL. Planning and Changing, 3; (July 1972), 45-50. (EJ 064505)

ABSTRACT: Describes the University of Tennessee's innovative approach to preparation of educational administrators.

Antenen, Wayne W. LISTENING AND COMMUNICATION SKILLS TRAINING: IMPLICATIONS FOR COUNSELOR ACCOUNTABILITY. Journal of Employment Counseling, 12; (March 1975), 26-33. (EJ 114019)

ABSTRACT: This article describes the development and implementation of a training procedure in listening and communication skills for employment service counselors. Implications are drawn from the listening and communication skills training and other human relations training approaches for counselor staff development and counselor accountability.

Baker, Jeffrey J. W. DOES RESEARCH HAVE A BENEFICIAL EFFECT ON TEACHING? Bioscience, 20; (March 197(), 335-337. (EJ 017566)

ABSTRACT: Points out difficulty being objective about effects of research on teaching, and the necessity for research into the relationship. Suggests model and hypotheses for testing.

Blakeslee, Jean C. INDIVIDUALIZED INSERVICE TRAINING. Catalyst for Change, 4; (Winter 1975), 4-8. (EJ 110970)

ABSTRACT: Describes the use of audio and video tape recordings and interaction analysis to develop teacher self-awareness in an individualized inservice program.

Bolte, Irma M. and Forni, Patricia R. MCPEN: AN EXPERIMENT IN REGIONAL PLANNING FOR CONTINUING EDUCATION IN NURSING. Adult Leadership, 23; (December 1974), 184-6. (EJ 108630)

ABSTRACT: Midwest Continuing Professional Education for Nurses (MCPEN), the only regional organization in the United States whose sole purpose is the promotion and development of continuing education in nursing, has directed its efforts to issues of: membership, recording/transferability, impact of continuing education, leadership, recognition, communication, and standardization.

Bryson, Rebecca. TEACHER EVALUATIONS AND STUDENT LEARNING: A RE-EXAMINATION. Journal of Educational Research, 68; (September 1974), 12-4. (EJ 106603)

ABSTRACT: This article describes a study conducted to re-examine the question of the relationship between teaching skill as evaluated by college students and teaching skill as evidenced by how much the instructor's students learn.

Carter, Jack L. TEACHING AND RESEARCH: ON THE NEGATIVE. Bioscience, 20; (March 1970), 341-342. (EJ 017802)

ABSTRACT: Criticizes the low priority given to undergraduate teaching. Expounds need for increased concern with education, hence, need for educational specialists as well as scientific research specialists as members of college faculties.

Chalmers, John J. AUDIOVISUAL INSERVICE TRAINING. Audiovisual Instr., 15; (May 1970), 60-4. (EJ 021048)

Colton, David, and others PROFESSIONAL DEVELOPMENT FOR URBAN ADMINISTRATORS. NASSP Bulletin, 59; (March 1975), 13-20. (EJ 112050)

ABSTRACT: Concerned about the lack of specific "inservice programs" for urban school administrators, the authors of this article describe how the Danforth Foundation's Program helped its 15 participants from Cincinnati, St. Louis, and Louisville during the first year of existence.

Correa, Hector, and Adams, Don. A MODEL FOR A COMPARATIVE STUDY OF THE EDUCATIONAL PLANNING PROCESS. Educational Planning, 2; (December 1972), 3-21. (EJ 070769)

ABSTRACT: Presents a model of the planning process that may serve as a conceptual frame for educational planning. Suggests that a sound model of the educational planning process is needed to generate comparative empirical research needed by planners and students of planning.

Cutts, Mike ALLFARTHING WORKSHOP. Adult Education, (London), 47; (January 1975), 304-9. (EJ 112138)

ABSTRACT: The article describes the origins and development of the Allfarthing Workshop, London, which is one example of a shared learning experience, where the participants have been freed from the traditional roles of teacher as leader imposing his choice of knowledge and skill and the student as the unquestioning consumer.

Davies, Hopkin M. and Aquino, John T. COLLABORATION IN CONTINUING PROFESSIONAL DEVELOPMENT. Journal of Teacher Education, 26; (Fall 1975), 274-7. (EJ 125010)

Duet, Claude P., Jr. and Newfield, John W. SOURCES OF INFORMATION FOR THE DEVELOPMENT OF TRAINING PROGRAMS. Personnel Journal, 54; (March 1975), 162-4, 195. (EJ 112144)

ABSTRACT: Research into curriculum development practices for training programs reveal some significant implications for training directors seeking information relative to "program development" and implementation, unpublished material, thesis and dissertations, and publications from state sources are educational source material not fully utilized by either industrial trainers or educators.

Ely, Donald P. TOWARD A PHILOSOPHY OF INSTRUCTIONAL TECHNOLOGY. Journal of Educational Technology, 1; (May 1970), 81-94. (EJ 024571)

ABSTRACT: The direction of the center for instructional communications at the University of Syracuse presents his beliefs concerning the evolution of instructional technology into a discipline. He considers the contributions of education, communications and psychology to the development of the field.

French, Russell L. ANALYZING AND IMPROVING NONVERBAL COMMUNICATION: A MODEL FOR INSERVICE EDUCATION. Theory into Practice, 10; (October 1971), 305-9. (EJ 054153)

ABSTRACT: Presents a model for dealing with nonverbal communication in preservice and inservice teacher education settings.

Goodlad, John I. STAFF DEVELOPMENT: THE LEAGUE MODEL. Theory into Practice, 11; (October 1972), 207-14. (EJ 067769)

ABSTRACT: Paper presents a model designed to identify factors to be taken into account in effecting educational improvement within the context of schooling.

Johnson, Willis H. TEACHING AND RESEARCH: ON THE AFFIRMATIVE. Bioscience, 20; (March 1970), 338-340. (EJ 017567)

ABSTRACT: Suggests that participation in research is the best insurance to keep a college teacher alive and abreast with his field, and encourages inquiry teaching and student involvement in research. Many objections to research requirements are related to administrative problems.

Kallenbach, Warren and Carmichael, Dennis. THE CALIFORNIA DEVELOPMENT PROGRAM: A SYSTEM FOR INDIVIDUALIZING INSTRUCTION. AV Guide: The Learning Media Magazine, 51; (April 1972), 13-16.

Kennedy, C. E. and Southwick, Jack. INSERVICE PROGRAMS FOR FAMILY LIFE EDUCATORS: COOPERATIVE PROGRAM WITH MENTAL HEALTH CENTERS AND UNIVERSITY. Family Coordinator, 24; (January 1975), 75-79. (EJ 113880)

ABSTRACT: This paper elaborates a program of cooperative involvement of the state mental health centers directors association, university residential instruction and university extension in strengthening family life education resourses. It suggests a model for integrating interests of agency personnel, advanced students on campus and state extension staff.

Klabenes, Robert and Spencer, Carl. THE VIDEO INSERVICE PROGRAM: HELPFUL HELP FOR CLASSROOM TEACHERS. Education Technology Teacher Technology Supplement, 1; (March 1970), 21-2. (EJ 020674)

ABSTRACT: Based on "The concept of teacher self-appraisal as a way of helping teachers internalize change. The program described in this article is intended to "assist schools to develop and implement programs for continuous professional staff development.

Knowles, Malcom S. PROFESSIONAL EDUCATION FOR ADULT EDUCATORS. Journal of Continuing Education and Training, 1; (May 1971), 5-13. (EJ 043925)

ABSTRACT: The author presents historical information on the education of adult educators. He discusses role theory, the basis of a program at Boston University, its applicability and implications.

Lancaster, Otis E. METHODS OF FACULTY EVALUATION AND DEVELOPMENT. Journal of Engineering Education, 62; (November 1971), 95-97. (EJ 054516)

ABSTRACT: A training program for new faculty at the Pennsylvania State University consists of week-long seminars held just before and just after the fall semester. Student opinion and rating of instruction is also used.

Mandell, Betty THE "EQUALITY" REVOLUTION AND SUPERVISION. Journal of Education for Social Work, 9; (Winter 1973), 43-54. (EJ 089765)

ABSTRACT: Proposes a model of superordination-subordination as a framework for considering new forms of supervision. Peer group supervision, consultation, and in-service training are potentially more democratic training methods than individual supervision, and could encourage self-confidence and creativity.

Melnik, Michael A. and Sheehan, Daniel E. A DIAGNOSTIC MODEL OF TEACHING IMPROVEMENT. Journal of Educational Technology Systems, 3; (Fall 1974), 159-171. (EJ 114551)

ABSTRACT: Paper outlines a model for instructional improvement which stresses working directly with university faculty members on their teaching skills.

Minnis, Douglas L. A DEMAND CURRICULUM FOR CONTINUING PROFESSIONAL DEVELOPMENT. California Journal of Teacher Education, 2; (Summer 1975), 1-16. (EJ 128625)

Mohan, Madan, and Hull, Robald E. A MODEL FOR INSERVICE EDUCATION OF TEACHERS. Educational Technology, 15; (February 1975), 41-44. (EJ 114567)

ABSTRACT: An inservice teacher education model which proposes four stages: planning stage, implementation stage, evaluation stage, and follow-up stage.

Nelson, Jerald W. and Locke, Marvin E. A MODEL FOR INSERVICE TRAINING: HOW TO BEGIN INDIVIDUALIZED INSTRUCTION. California Journal of Educational Research, 25; (September 1974), 180-5. (EJ 108279)

ABSTRACT: The Tehama County Professional Development Center, operated through the County Office of Education in Red Bluff, California, had designed a model aimed towards retraining of rural or small town staffs in terms of individualizing math and reading instruction, grades K-8.

Nelson, Randolph J. PROVIDING CAREER EDUCATION THROUGH TEACHERS: THREE RELATED MODELS. Peabody Journal of Education, 52; (October 1974), 14-7. (EJ 106593)

Peterson, Terrance L. and Sanborn, Marshall P. COUNSELOR CONDUCTED IN-SERVICE TRAINING SESSIONS FOR TEACHERS. Journal of Counseling Psychology, 19; (March 1972), 156-160. (EJ 055728)

ABSTRACT: Two counselor conducted group procedures designed to promote changes in teacher behavior were investigated. Both of the experimental treatments produced a change in teachers' classroom behaviors. The results of the study have implications for the design of counselor led inservice teacher training sessions.

Rhoades, B. E. A SEMINAR FOR PROSPECTIVE "COLLEGE TEACHERS." Teaching Political Science, 2; (October 1974), 104-105. (EJ 106566)

ABSTRACT: An exposure to the mechanics of teaching mathematics at the undergraduate level is given to mathematics graduate student in a summer or academic year seminar. It includes practice teaching, exam preparation, and grading experience to help graduate students become more effective teachers.

Romine, Stephen COLLEGIATE ADMINISTRATION AND THE INSTRUCTIONAL ENVIRONMENT. Contemporary Education, 46; (Fall 1974), 51-5. (EJ 108344)

Sagen, H. Bradley, and others. IMPROVING FACULTY INSERVICE PROGRAMS: IMPLICATIONS OF THE NCA SEMINARS FOR INEXPERIENCED COLLEGE TEACHERS. North Central Association Quarterly, 46; (Winter 1972), 331-4. (EJ 055029)

ABSTRACT: Presents a model program for in-service college teacher education which has proven effective in upgrading the instructional quality of seminar participants.

Savedge, C. E. WORKSHOP HELPS COLLEGE YEARBOOKS BE LIVELY, HEALTHY. College Press Review, 13; (Summer 1974), 3-5. (EJ 110636)

ABSTRACT: Describes a summer workshop at Ohio University that is devoted solely to helping college staffs improve their yearbooks.

Steward, Margaret S. and Steward, David S. TEACHER, TEACH YOURSELF. Audiovisual Instr., (April 1970), 26-7. (EJ 018283)

ABSTRACT: Described are the reactions of experienced teachers when confronted with the prospect of having their classes videotaped and when actually seeing themselves on tape.

Taylor, Alton L. IN-SERVICE TRAINING FOR MATHEMATICS AND SCIENCE TEACHERS: A UNIQUE PROGRAM. School Science Mathematics, 70; (February 1970), 149-153. (EJ 015667)

ABSTRACT: Describes an inservice program for mathematics and science teachers that brings together master teachers, college professors of science, participating teachers (inservice) High School students, and Elementary School students. Participating teachers learn from master teachers and college teachers by working with them. Evaluation of program indicates that it is successful.

Telfer, Richard G. and others AV INNOVATIONS. Audiovisual Instr., 15; (May 1970), 82-4. (EJ 021051)

ABSTRACT: Suggests new ways of dealing with the problems of independent study space, library orientation tours, and inservice teacher training in the development of instructional materials.

Topper, Michael A. A WORKING MODEL FOR INSERVICE TRAINING. Two-Year College Mathematics Journal, 5; (December 1974), 16-18. (EJ 113337)

ABSTRACT: The overall objectives of six NSF-sponsored workshops for mathematics teachers in Illinois two-year colleges are defined. The first conference on articulation and related problems, and the second on testing are described.

Wolvin, Andrew D. IN-SERVICE EDUCATION: NEW DIMENSIONS FOR SPEECH COMMUNICATION EDUCATION: IN-SERVICE EDUCATION: A SYMPOSIUM. Speech Teacher, 23; (November 1974), 330-6. (EJ 107250)

ABSTRACT: Contains a definition, a model, and a bibliography of inservice education for secondary school speech communication educators.

Woods, Ronald G. RECURRENT EDUCATION IN PRACTICE. Studies in Adult Education, 6; (April 1974), 16-27. (EJ 097477)

ABSTRACT: The paper reviews the involvement of the University of Leicester in the Inservice Education of teachers over recent years and indicates the reasoning behind particular kinds of development. It discusses the university's inservice role in the future, with particular reference to the government white paper, Education: A framework for expansion.

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